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ABSTRACT

As part of the Cooperative Vocational Professional Development and Training Project, this handbook has been developed to help vocational cooperative education coordinators in Michigan to cope with new and expanding work programs in the community, and new and expanding federal and state laws, rules, and regulations. Following an introduction to the Project and a rationale for this guide, the manual is organized in eight units. The first unit contains the five duties of a cooperative vocational education coordinator; for each duty there is a list of tasks for coordinators. These duties and tasks are covered in units 2-7: coordination, professional development, guidance, administration, public relations, and program guidelines. Each task is outlined on a separate sheet which provides the duty, the task, a narrative description of the task, achievement indicators, criteria for competence, and forms and resources required. Forms are supplied where needed. Following the six duty units, the manual contains a glossary and a unit on resources such as agencies, literature, state laws and regulations, and federal legislation. Appendixes to the guide contain cooperative education coordinator surveys, employer surveys, and questionnaire. The manual is in loose-leaf format for easy use. It is expected that the guide will be helpful for the professional development and the day-to-day activities of vocational cooperative education coordinators. (KC)

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VOCATIONAL COOPERATIVE EDUCATION HANDBOOK

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INTRODUCTION

Problem Statement.

Secondary educational programs utilizing the cooperative education method were begun for the purpose of providing a more organized instructional method for preparing young people for the world of work. It was recognized that the period marking the transition from the acquisition of job competencies to the demonstration of these skills is often problematic.

To reduce the intensity of school/work transition, Michigan secondary students are enrolled in cooperative education programs. These educational programs provide motivation. Students consistently testify that the cooperative education method enhances the motivational aspect of learning by providing practical in-school instruction and on-the-job experiences.

Cooperative education, which presently involves approximately 756 teachers and over 25,000 co-op students in Michigan, is not alone as an educational program that assists secondary students make the transition from school to work. During the 1960's and 1970's a myriad of acronyms and names such as JOBS, WIN, NYC, OIC, VISTA, CETA, Job Corps, Peace Corps, and others provided work programs for diverse populations.

Today, the cooperative education coordinator is presented with: (1) new and expanding work programs in the community, and (2) new and expanding Federal and State laws, rules and regulations. Because of the rapid growth in work programs and Federal and State legislation applying to work, the cooperative education coordinator has problems. These problems center on the lack of knowledge available for the coordinator. Coordinators have not been required to enroll in university courses in cooperative education and are receiving minimal inservice education in this expanding field. The "hit and miss" method of training cooperative education coordinators has developed in Michigan. It has caused school-community problems because there is a lack of knowledge, skills and understanding about the duties and tasks of a cooperative education coordinator.

Purpose of Research.

The purposes of the Cooperative Vocational Professional Development and Training Project are as follows: (1) to identify the duties and tasks of Michigan cooperative education coordinators, (2) to develop a list of descriptive duties and tasks of the cooperative education coordinator in a Cooperative Education Handbook based on task analyses research, (3) to develop training modules based on task analysis and need for training, and (4) to produce materials and make coordinators, teachers, vocational directors, and teacher-educators aware of the newly produced materials.

Method of Collecting Primary Research.

The Cooperative Vocational Professional Development and Training Project was awarded to Western Michigan University on October 1, 1980. Immediately various methods for gathering cooperative education research essential for developing (1) a Cooperative Education Specialist Task Survey, and (2) a Cooperative Education Specialist Task Survey Evaluated by Cooperative Education Employers was implemented.

Various methodologies were utilized for gathering completed research on the duties and tasks of cooperative education coordinators. The major sources reviewed for the purpose of identifying duties and tasks of the coordinator were as follows:

Brownlee, Ronald James. Analysis of Opinions of Secondary Cooperative Distributive Education Teacher-Coordinators in Mississippi Toward Recommended Coordination Activities, Virginia Polytechnic Institute and State University, 1977.

Handbook for Cooperative Vocational Education in Illinois, State Board of Education.

Hobbs, Robert Francis. Selected Practices of Distributive Education Coordinators in Secondary Schools in the State of New York, Fordham University, 1970.

Hutt, Roger Willard. Preceptions of Employers Regarding Cooperative Distributive Education Programs at the Secondary Level, Michigan State University, 1975.

Litchford, Charles D. Jr. A Case Study of Training Sponsor Perceptions Regarding the Coordination Phase of Secondary Cooperative-Plan Distributive Education Programs in Roanoke City and County, Virginia, Virginia Polytechnic Institute and State University, 1977.

Ryan, Dudley V. A Study to Compare Coordination Practices Employed by Teacher Coordinators in Distributive Education in Oklahoma With Expected Coordination Practices, Oklahoma State University, 1976.

Weatherford, John Wilson. Identification and Analysis of the Current Issues in Distributive Education, The Ohio State University, 1972.

Supported by doctoral dissertations and research identified from some twenty-seven different sources on the duties and tasks of the cooperative education coordinator, A Cooperative Education Specialist Task Survey was developed. This development was accomplished by the Advisory Committee of the Cooperative Vocational Professional Development and Training Project. This professional advisory committee represented the disciplines of agriculture, business and office education, health occupations, home economics, marketing and distributive education, trade and industry, placement, vocational administration, and special needs. Working jointly they developed a list of duties and tasks of the cooperative education coordinator.

With the development of a list of coordinator's duties and tasks, the project director constructed a task inventory. This inventory rated each of the activities on the List of Task Statements according to how significant a part of the job the task was. (Please refer to Appendix.)

Scope.

The geographical limitations of this study were the State of Michigan boundaries. The population limitations of this study were 756 cooperative education coordinators and an undetermined number of employers of cooperative education student-learners.

The sample used for the Cooperative Education Specialist Task Survey as evaluated by coordinators was 756 cooperative education coordinators - the entire universe available. The sample used for the Cooperative Education Specialist Task Survey as Evaluated by Employers was 251 training stations. The employer sample was identified from lists submitted by the Advisory Committee of the Cooperative Vocational Professional Development and Training Project.

Sampling Technique.

A nonprobability sampling technique was utilized in selecting the sample of coordinators and employers. In the case of selecting a sample of coordinators the entire universe was included. In the case of selecting a sample of employers the entire list of 251 employers submitted by the advisory committee was included for the sample of this large population.

Research Statistics.

During March, 1981, two questionnaires were mailed to (1) cooperative education coordinators, and (2) cooperative education employers. Return of the questionnaires was suggested for March 30, 1981.

During April, 1981, the questionnaires were tabulated through the utilization of the Statistical Package Program.

The results of this study on cooperative education coordinator duties and tasks are supported by the returns of 396 coordinator surveys and 44 employer surveys. Through the Statistical Package the statistical measurements of mean, median, mode, and standard deviation were available. The Advisory Committee for the Project suggested that only the mean be provided for review. (Please refer to Appendix.)

All other results may be obtained by reviewing the (1) Cooperative Education Specialist Task Survey and (2) Cooperative Education Specialist Task Survey as Evaluated by Cooperative Education Training Sponsors in the appendix.

TASK STATEMENTS

Coordination

Duty: Performing Coordination Activities

Task:

1. Visit training stations to discuss student-learner progress.
2. Observe safety conditions present in training stations.
3. Encourage training sponsors to provide a variety of job experiences for student-learners.
4. Locate prospective training stations.
5. Evaluate prospective training stations.
6. Follow termination procedures for student-learners who leave training stations.
7. Assess student-learner performance with training sponsors.
8. Obtain suggestions from training sponsors for use in related class/lab instruction.
9. Assist training sponsors in obtaining student-learner subminimum wage exemptions.
10. Complete IRS Form, 6199, Targeted Jobs Tax Credit.
11. Keep a log of coordination visits.
12. Arrange special classroom assignments for cooperative education student-learners who are currently unemployed.
13. Practice non-discriminatory placement procudures with employers.
14. Keep a weekly record of student-learner work hours.
15. Relocate student-learners to different training stations when student-learners lose employment.
16. Relocate student-learners to different training stations when more desirable training stations occur.
17. Communicate with training sponsors regarding student-learner and co-employee working relationships.
18. Complete a written training agreement for each student-learner.
19. Complete a written training plan for each student-learner.
20. Use a rating form for evaluating student-learner on-the-job performance.
21. Arrange appointments for student-learner interviews with potential training sponsors.
22. Inform training sponsors regarding federal laws related to vocational education and employment of minors.
23. Inform training sponsors regarding State of Michigan laws related to vocational education and employment of minors.
24. Arrange training station work hours for student-learners.
25. Arrange school schedules with student-learners, faculty, and training sponsors.
26. Maintain a student-learner cooperative education on-the-job experience file with specific records.
27. Encourage student-learner attendance at school and at the training station.
28. Correlate content of in-school vocational instruction with training station learning experiences.

Professional Development

Duty: Participating in Professional Development Activities

Task:

1. Attend district and/or state workshops, meetings and seminars.
2. Keep current on technological changes in business and industry.
3. Participate in local and/or state professional cooperative educational organizations.

Guidance

Duty: Performing Guidance Activities

Task:

1. Assist student-learners with cooperative education program applications.
2. Conduct student-learner interviews for potential enrollees.
3. Consult with counselors, administrators and other teachers about student-learners entering cooperative education.
4. Orient student-learners to cooperative education policies and procedures.
5. Orient parents to cooperative education policies and procedures.
6. Orient faculty to cooperative education policies and procedures.
7. Assist with student-learner personal adjustment.
8. Confer with student-learner on education progress in school.
9. Analyze student-learner cumulative records for placement purposes.
10. Assist student-learners with employment applications.
11. Assist student-learners in preparing for job interviews.
12. Write letters of recommendation for student-learners and/or graduates.
13. Conduct home visitations and/or parental conferences regarding student-learners.

Administration

Duty: Performing Administration Activities

Task:

1. Conduct an annual follow-up study on cooperative education student-learners.
2. Consult with the local Michigan Employment Security Commission Office for the purpose of identifying placement opportunities for cooperative education student-learners.
3. Cooperate with school area placement personnel.
4. Participate on vocational education advisory committees.

Public Relations

Duty: Performing Public Relations Activities

Task:

1. Inform civic and business groups about cooperative education.
2. Implement a program for training sponsor orientation and development.
3. Inform student groups about cooperative education.
4. Use promotional brochures to inform school and community about cooperative education.
5. Prepare in-school displays relating to cooperative education.
6. Prepare news releases on cooperative education activities.
7. Plan and conduct an annual employer-employee recognition activity.
8. Make annual reports on cooperative education student-learners.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 1

TASK: Visit training stations to discuss student-learner progress.

NARRATIVE:

The visit to the training station to observe and discuss student-learner progress on-the-job is one of the most important tasks performed by the cooperative education coordinator. Because the coordinator must ensure the health, safety and welfare of the student-learner and attempt to monitor progress on-the-job, the Michigan Department of Education, Vocational-Technical Education Service (VTES) has established coordination ranges which require that the cooperative education coordinator have adequate time for business/industry visitations.

The coordinator must devote adequate time to coordination activities, which combine a student's on-the-job training with related instruction in school. The Vocational-Technical Education Service suggests an optimum of 15 students per coordination clock hour to provide for the best learning experience possible. However, VTES also recognizes the need for flexibility in the placement of co-op students, since students enter and leave the program at various times during the school year due to factors such as early graduations, program transfers, etc.

The following range for pupil per teacher coordination clock hour has been established to allow for flexibility in planning for cooperative education enrollments and to provide adequate supervision of the student-learner by the coordinator.

COOPERATIVE EDUCATION	BUSINESS/INDUSTRY VISITATION
1-22 Students	300 min./week for an average of 13 min./student/week
23-42 Students	600 min./week for an average of 14 min./student/week
43-59 Students	900 min./week for an average of 15 min./student/week
60-75 Students	1200 min. or more/week for an average of 16 min./student/week

The rationale behind increasing the amount of coordinator time as more student-learners are enrolled is in recognition of the fact that coordination responsibilities tend to increase as more student-learners are enrolled in the program.

A coordination visit to a training station may be made to conduct:
(1) an observation of the student-learner performing tasks, which often leads to a discussion between the cooperative education coordinator and the student-learner
(2) a discussion with the training sponsor to identify the student-learner's skills, knowledge, attitudes and understanding of the job duties
(3) an evaluation of the safety conditions present in the training station
(4) an evaluation of the student-learner's progress on-the-job.

It is suggested that a record of coordination visits be prepared for appropriate school administrators.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 1

TASK: Visit training stations to discuss student-learner progress.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Allowed enough time for discussion and observation	____	____
2.	Reviewed job tasks in which the student-learner is engaged	____	____
3.	Checked whether the student-learner's work attire was appropriate	____	____
4.	Identified the student-learner's strengths and weaknesses by discussion with training sponsor	____	____
5.	Discussed additional training activities needed by the student-learner	____	____
6.	Asked directive/non-directive quesitons of the training sponsor/student-learner	____	____
7.	Asked the training sponsor to recommend student-learner related class/lab instruction	____	____
8.	Informed administration about Vocational-Technical Education Service guidelines in relation to required teacher coordination time based on the number of student-learners participating on the co-op program	____	____
9.	Prepared a schedule indicating business/industry contacts	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Business/Industry Visitation Schedule

RESOURCES:
References: 22, 35, 58

BUSINESS/INDUSTRY VISITATION SCHEDULE

Cooperative Education Coordinator:
Name_____

For the period beginning _____ 19___ to _____ 19___

DATE	TIME	TRAINING STATION VISITED	PURPOSE OF CALL

Signature_____

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 2

TASK: Observe safety conditions present in training stations.

NARRATIVE:

It is the cooperative education coordinator's responsibility to help protect the health and welfare of the student-learner. By trying to ensure a safe environment where student-learners can practice proper methods at the training station, the cooperative education coordinator can help reduce work related injuries. Federal and State of Michigan laws, rules, regulations and information pamphlets concerning safety are available to help the cooperative education coordinator determine a safe environment and teach correct safety procedures. Additionally, the State of Michigan has passed P.A. 269 of 1955 in which the local district must comply by informing the intermediate school district superintendent as to the local school district's compliance with informing instructors about the use of eye protection devices and making such devices available in their school district.

The coordinator must be knowledgeable about Michigan laws and the Federal Fair Labor Standards Act which has provisions for the employment of student-learners in hazardous occupations who are enrolled in cooperative vocational education training programs.

When completing the training agreement the school coordinator is responsible for listing the type(s) of hazardous work to be done and any qualifying conditions or restrictions. Certain exemptions from federal hazardous orders can be obtained only when the student is enrolled in a course of study of a substantially similar program conducted by a private school. The minor must be employed under a written training agreement.

The Federal law requires a written agreement which provides:

(1) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to the training;
(2) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;
(3) That safety instructions shall be given by the school and correlated by the employer with on-the-job training;
(4) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

The written agreement must be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by the school and the employer. The exemption for the employment of the student-learner may be revoked in any individual situation when it is found that reasonable precautions have not been observed for the safety of the minor. A high school graduate may be employed in an occupation in which training has been completed, as a student-learner, even though the youth is not yet 18 years of age.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 2

TASK: Observe safety conditions present in training stations.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Checked that training station:		
A. Conformed to federal safety laws, rules and regulations	____	____
B. Conformed to State of Michigan safety laws, rules and regulations	____	____
2. Reviewed the necessary training station safety procedures with the student-learner	____	____
3. Encouraged the student-learner and the employer to be aware of the need for a safe environment	____	____
4. Provided instruction to the student-learner about safety conditions, procedures and practices	____	____
5. Observed that the training station met safety standards regarding:		
A. Machine safety guards, electrical switches, etc.	____	____
B. Safety glasses, helmets, etc.	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Certification of Eye Protective Device and Informed Instructors

RESOURCES:

Agencies:	4, 6
Michigan:	9
References:	46
United States:	14

VE-4527
8/81

Michigan Department of Education
VOCATIONAL-TECHNICAL EDUCATION SERVICE
Box 30009, Lansing, Michigan 48909

Direct questions regarding this form to:
SCIENCE:
Nancy Miscemoyer at (517) 373-8793.
VOCATIONAL:
Melvin France at (517) 373-3365.

CERTIFICATION OF EYE PROTECTIVE DEVICES AND INFORMED INSTRUCTORS

(Act No. 269 of the Public Acts of 1965, R 340.1301 to R 340.1305)

EDUCATIONAL AGENCY	Legal Name of Educational Agency	District Code No.	Telephone – Area Code/Local No.
	Address	City	Zip Code

MAILING INSTRUCTIONS: SCHOOL DISTRICT - Return TWO copies by SEPTEMBER 10, 1981 to the intermediate school district.

INTERMEDIATE DISTRICT - If all items are checked "YES," do not send form to STATE. If a school district checks "NO" to any one of the three items, return ONE copy by OCTOBER 1, 1981 to the STATE address indicated above.

PURPOSE: To inform the intermediate school district superintendent as to the local school district's compliance with informing instructors about the use of eye protection devices and making such devices available in their school district.

1. The instructors of this school district have been INFORMED that all students, teachers and visitors shall wear the eye protective devices when exposure to eye damage exists, as identified by the rules.
   - ☐ YES
   - ☐ NO

2. This school district has AVAILABLE to students, teachers and visitors eye protective devices which meet the safety standards.
   - ☐ YES
   - ☐ NO

3. This school district has verified all students in off-campus programs (community colleges, co-op, contracted programs, etc.) have eye protective devices available to them.
   - ☐ YES
   - ☐ NO

CERTIFICATION: I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date _____ Superintendent or Authorized Official _____ (Signature)

Contact Person _____ Telephone _____ Area Code/Local No.

REMINDER: Send TWO copies to the intermediate school district by SEPTEMBER 10, 1981.

REVIEW BY INTERMEDIATE SUPERINTENDENT: The above listed educational agency has indicated noncompliance by checking "NO" to one or more of the above questions. Therefore, I am returning the form to the STATE as requested.

Date _____ Intermediate Superintendent or Authorized Official _____ (Signature)

Contact Person _____ Telephone _____ Area Code/Local No.

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	3

TASK: Encourage training sponsors to provide a variety of job experiences for student-learners.

NARRATIVE:

The cooperative education coordinator is responsible for developing a training plan that will provide the student-learner with a variety of job duties and experiences. One of the responsibilities of the cooperative education coordinator is to stimulate training sponsors to offer a variety of student-learner learning activities at the respective training station. A variety of job duties and tasks allows the student-learner to become a competent, productive and well-rounded employee.

The training plan is developed jointly between the coordinator and the training sponsor at the beginning of the cooperative education experience and is reviewed on subsequent coordination visitations. To assist the coordinator and training sponsor in developing a training plan the use of the Dictionary of Occupational Titles (DOT), the Vocational-Technical Education Consortium of States (VTECS) Catalogues, the Interstate Distributive Education Curriculum Consortium (IDECC) task and competency statements, and the Michigan Department of Education/ Vocational Technical Education Service (MDE/VTES) Vocational Curriculum Guides are recommended.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 3

TASK: Encourage training sponsors to provide a variety of job experiences for student-learners.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Completed student-learner information section on the training plan	____	____
2.	Completed training station information section on the training plan	____	____
3.	Completed school information section on the training plan	____	____
4.	Listed all duties and tasks to be completed by the student-learner	____	____
5.	Listed the learning location	____	____
6.	Planned approximate time frames for learning activities	____	____
7.	Involved the training sponsor in development of the training plan	____	____
8.	Discussed with the training sponsor the need to follow the training plan	____	____
9.	Reviewed the training plan on each visit to the training station	____	____
10.	Suggested possible alternative learning experiences for the student-learner to the training sponsor	____	____
11.	Assisted the training sponsor in developing or obtaining needed instructional materials	____	____
12.	Discussed the responsibilities of the student-learner to the training plan	____	____
13.	Assisted in the development of the training ability of the training sponsor.	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
Agencies: 2, 12
References: 11, 22, 30, 58

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	4

TASK: Locate prospective training stations.

NARRATIVE:

A training station is an establishment providing on-the-job learning experiences for the student-learner. The coordinator has the primary responsibility for locating prospective training stations which will provide opportunities for acquiring knowledge, skills, and attitudes that are relevant to a student-learner's career interest.

It is suggested that throughout the year the cooperative education coordinator identify prospective training stations. However, this activity primarily occurs during the extended contract period of the cooperative education coordinator. According to Vocational-Technical Education Service established policy, vocational programs which have a cooperative education component should have a cooperative education coordinator employed for a minimum of two weeks beyond the normal school year. When there are 45 cooperative student-learners or more enrolled in a vocational education program, it is recommended that extended coordination time be scheduled for three (3) weeks beyond the regular school year: one (1) week after school closing and two (2) weeks prior to school starting. Extended coordination time is needed for student-learner identification, counseling and interviewing, clerical duties, public relations, and job development efforts.

A prospective training station must be selected and be available to all student-learners and must not discriminate on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap. This policy of non-discrimination must also apply to otherwise qualified handicapped individuals.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 4

TASK: Locate prospective training stations.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Identified an adequate number of prospective training stations for the academic year	____	____
2. Visited the prospective training station to verify adequacy of facilities and equipment	____	____
3. Assessed the prospective training station for employment opportunities	____	____
4. Discussed the abilities of the prospective training sponsor to provide meaningful on-the-job instruction to student-learners	____	____
5. Assessed the prospective training stations for non-discriminatory employment practices	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Training Station Prospectus

RESOURCES:
References: 47, 58, 59

TRAINING STATION PROSPECTUS

Company Name_____ Phone_____

Address_____
street and number city zip

Name and title of contact person_____

Type of training station_____

Distance from school_____

Number of employees_____ _____

Entry level jobs available for cooperative education enrollees:

_____

_____

_____

_____

Date of initial contact_____

Was a training station established_____ If not, why_____

_____

Date of subsequent visitations_____

_____

_____

_____

Degree of interest shown by training station_____

_____

_____

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	5

TASK: Evaluate prospective training stations.

NARRATIVE:

One of the factors often misunderstood by coordinators in the establishment and operation of cooperative education programs is the nature of training station arrangements that should be established for the student-learner. Too many cooperative education coordinators merely locate a part-time job for the student-learner or let the student-learner find employment and, thereafter, make no attempt to set up an organized plan of on-the-job training, job rotation and progression, or vocational instruction related to student career interests.

In order to be constantly alert to strengths and weaknesses affecting on-the-job training and instruction, which student-learners may receive, systematic evaluation of training stations by the coordinator is necessary. Training stations which do not meet acceptable training standards, must either be upgraded or removed from an approved list of quality training stations for cooperative education student-learners.

The goal of evaluating training stations is to determine which training stations will provide opportunities for acquiring vocational understanding, skills, and attitudes which are matched with student-learner career interests. Additionally, the cooperative education coordinator must evaluate training stations for safe working conditions and non-discriminatory hiring policies and procedures.

Although, informal training station evaluation often occurs, a more systematic evaluation of training stations is suggested by utilizing the Evaluation of Training Station Form which follows.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 5

TASK: Evaluate prospective training stations.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

Identified that the training station:	YES	NO
1. Showed an interest in providing instruction for the student-learner	____	____
2. Indicated the desire to assist in the development of a training plan for the student-learner	____	____
3. Offered to provide time for periodic conferences and evaluations concerning the student-learner	____	____
4. Provided a safe and accessible environment appropriate and beneficial for a student-learner	____	____
5. Observed all state and federal laws relating to the employment of student-learners (minors)	____	____
6. Had safe and up-to-date equipment	____	____
7. Agreed to a work/school schedule appropriate for the student-learner	____	____
8. Agreed to pay the student-learner wages commensurate with other beginning workers	____	____
9. Demonstrated non-discriminatory hiring policies and employment practices	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Cooperative Vocational Education
Evaluation of Training Station Form

RESOURCES:
References: 20, 22, 58

COOPERATIVE VOCATIONAL EDUCATION EVALUATION OF TRAINING STATION FORM

Name of Business_____

Address of Business_____

Contact Person_____

Title of Contact Person_____

Telephone Number_____ Type of Business_____

Date_____

THE TRAINING STATION/EMPLOYER:	YES	NO
1. Relates training to the career objective of the student-learner	____	____
2. Shows an interest in providing instruction for the student-learner while he/she is on the job	____	____
3. Expresses the desire to provide learning experiences which are comparable with the student-learner's capabilities and interests	____	____
4. Indicates the desire to assist in the development of a training plan for the student-learner	____	____
5. Provides time for periodic conferences concerning the student-learner	____	____
6. Works closely with the student-learner or provides an employee who has the technical and personal qualifications, understanding, interest and time to offer guidance and instruction to the student.	____	____
7. Provides a safe and accessible environment appropriate and beneficial for a student-learner	____	____
8. Provides reports pertinent to the Cooperative Vocational Education Program: attendance; evaluation of work skills; personal growth and development of positive employee traits; etc.	____	____

9. Observes all state and federal laws relating to the employment of student-learners ____ ____

10. Uses safe and up-to-date equipment ____ ____

11. Observes federal and state safety laws, rules, regulations ____ ____

12. Agrees to a work/school schedule appropriate for the student/learner ____ ____

13. Agrees to pay the student-learner wages commensurate with other entry-level workers ____ ____

14. Demonstrates non-discriminatory hiring policies and employment practices ____ ____

OVERALL EVALUATION:

ACCEPTED:_____

WHY:_____

REJECTED:_____

WHY:_____

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 6

TASK: Follow termination procedures for student-learners who leave training stations.

NARRATIVE:

A termination procedure is a written statement often found on the training agreement which states the requirements for ending student-learner employment. No student-learner should be able to terminate at the training station without first receiving the consent of the cooperative education coordinator.

Student-learners, however, often do leave training stations for the following reasons: (1) the training station refuses to follow the training plan; (2) the training station is forced to terminate employment due to layoffs; (3) the student-learner and the training sponsor have personality conflicts, (4) the student-learner has not satisfied training sponsor expectations; (5) the student-learner is working in an unsafe training station; and (6) the student-learner cannot maintain adequate school grades or attendance due to the training station work schedule.

The training agreement should make provisions for a "cooling off" period during which time the coordinator should attempt to resolve differences. The goal should always be to ensure that the best interests of the student-learner are seriously considered before final termination. Generally, in the training agreement, the student-learner and the training sponsor each agree to notify the coordinator in advance of any termination action being considered. Most schools have policies which provide a limited time, at the beginning of the school term or semester, during which student-learners may terminate from the cooperative education program, and transfer to other school programs. Student-learners should not be allowed to terminate employment and withdraw from a related vocational class until these policies are reviewed. If termination proceedings are begun, the coordinator is responsible for notifying the student-learner's parents/guardians, completing and filing all necessary reports relative to the termination. A suggested school policy regarding termination of cooperative education employment follows:

1. Arrange a meeting among (1) the cooperative education coordinator, (2) the training sponsor, and (3) the student-learner. At this meeting the following agenda is suggested: (A) Discuss the reason(s) for termination; (B) Determine if the termination is final or if the student-learner will be reinstated; if the student-learner is terminated, the training agreement and training plan become void; (C) Determine if the training sponsor wants a replacement
2. Make the necessary arrangement to transfer the student-learner to a new training station: (A) Reassess the student-learner's career interests; (B) Discuss student-learner strengths and weaknesses; (C) Draw up a new training agreement
3. Have the student-learner complete a termination report from the previous training station: (A) The student-learner should be informed of salary due for amount of time worked prior to termination; (B) The student-learner should inform the training sponsor where to mail the final check; (C) The student-learner should write a report about experiences on-the-job

When work is interrupted or terminated for any reason, the coordinator should try to relocate the student-learner into another educationally rewarding situation.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 6

TASK: Follow termination procedures for student-learners who leave training stations.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Determined when a job termination should be made	____	____
2. Developed written termination procedures	____	____
3. Determined alternative learning experiences	____	____
4. Determined that the student-learner followed proper termination procedures	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 40

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 7

TASK: Assess student-learner performance with training sponsors.

NARRATIVE:

The training sponsor and cooperative education coordinator should assess the student-learner's progress at the end of each grading period.

The assessment is conducted to identify strengths and areas of needed improvement for the student-learner. Information obtained through evaluation is used to structure the next on-the-job training period.

One of the most important steps in an evaluation is the coordinator's follow-up conference with the student-learner. Recognition of strengths is a significant source of motivation for the student-learner to continue doing productive work. However, knowledge of deficiencies is also essential before the student-learner can seek to improve poor performance. The training sponsor should be encouraged to review job progress with the student-learner periodically in order that both the training sponsor and student understand the expectations and that they can work together for the student-learner's personal vocational development.

When student-learner evaluations are conducted it is suggested that a joint conference be arranged between the training sponsor, the student-learner and the coordinator.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 7

TASK: Assess student-learner performance with training sponsors.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Set up an appointment with the training sponsor	____	____
2. Reviewed the evaluation report with the student-learner	____	____
3. Identified the student-learner's strengths and weaknesses	____	____
4. Determined additional training activities needed by the student-learner	____	____
5. Asked the training sponsor for specific program recommendations to assist the student-learner	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Employee Progress Report
Evaluation Form

RESOURCES:
References: 22, 35, 58

EMPLOYEE PROGRESS REPORT

Date_____

Employee_____ Job Classification_____

THIS REPORT IS MADE OUT FOR (CHECK ONE): Grading Periods
( ) 9 Weeks ( ) 27 Weeks
( ) 18 Weeks ( ) Final

This rating sheet provides a practical method through which the ability of the individual can be judged with a reasonable degree of accuracy and uniformity. Indicate your opinion of this employee by placing an "X" in the block by the phrase which seems to fit the person best. Please follow these instructions carefully:

1. Use your own independent judgement.
2. Disregard your general impression of the person and concentrate on one factor at a time.
3. When rating an employee, call to mind instances that are typical of his/her work and way of acting.
4. Make your rating with the utmost care and thought. Be sure that it represents a fair and square opinion.

I. ATTENDANCE

1. Punctuality
   a. ( ) Always on time
   b. ( ) Occasionally late
   c. ( ) Requires occasional reminding
   d. ( ) Often tardy - job apparently of secondary importance
   e. ( ) Always tardy

2. Dependability
   a. ( ) Perfect record since last rating
   b. ( ) Rarely absent
   c. ( ) Frequently absent - but for cause
   d. ( ) Poor record - requires counseling
   e. ( ) Unsatisfactory - work suffers

II. PERSONAL QUALIFICATIONS

1. Appearance
   a. ( ) Neat and in good taste
   b. ( ) Neat but occasionally not in good taste
   c. ( ) Sometimes careless about appearance
   d. ( ) Untidy
   e. ( ) Unsuitable for job

2. Personality
   a. ( ) Exceptionally pleasing - a decided asset
   b. ( ) Makes good impression - wears well
   c. ( ) Makes good first impression only - doesn't wear well
   d. ( ) Makes fair impression only
   e. ( ) Creates unfavorable impression

3. Notification
   a. ( ) Always notifies in time
   b. ( ) Notifies but usually too late to get substitute
   c. ( ) Occasionally late or absent without notification
   d. ( ) Requires inquiry as to why late or absent
   e. ( ) Often fails to notify

3. Tact and Courtesy
   a. ( ) Shows exceptional tact and courtesy
   b. ( ) Tactful and considerate of others
   c. ( ) Occasionally untactful and inconsiderate
   d. ( ) Attains goal but arouses antagonism
   e. ( ) Often breeds trouble

III. CAPACITY

1. Ability to learn
   a. ( ) Learns with exceptional rapidity
   b. ( ) Grasps instructions readily
   c. ( ) Average ability to learn new things
   d. ( ) Somewhat slow in learning
   e. ( ) Limited in learning new duties

2. Initiative
   a. ( ) Always finds extra work to do
   b. ( ) Pushes work through on own initiative
   c. ( ) Normal supervision required - not a self starter
   d. ( ) Needs considerable supervision
   e. ( ) Must always be told what to do

3. Judgment
   a. ( ) Outstanding ability to reach sound and logical conclusions
   b. ( ) Action generally based on good reasoning
   c. ( ) Average judgment
   d. ( ) Usually makes decision without considering all alternatives
   e. ( ) Conclusions often faulty

IV. ATTITUDE TOWARD JOB

1. Interest
   a. ( ) Shows intense enthusiasm and interest in all work
   b. ( ) Shows interest; enthusiasm is not sustained
   c. ( ) Passive acceptance; rarely shows enthusiasm
   d. ( ) Shows little or no interest
   e. ( ) Dislikes work

V. JOB PERFORMANCE

1. Accuracy
   a. ( ) Rarely makes mistakes
   b. ( ) Above average
   c. ( ) Average
   d. ( ) Below Average
   e. ( ) Highly inaccurate

2. Neatness
   a. ( ) Takes pride in appearance of work. Has "sense" of neatness
   b. ( ) Usually turns out neat work
   c. ( ) Apparently lacks "sense" of neatness. Requires reminding
   d. ( ) Too often sacrifices neatness for quantity
   e. ( ) Majority of work must be done over

EMPLOYEE PROGRESS REPORT CONTINUED

2. Cooperation
   a. ( ) Goes all out to cooperate with associates and management
   b. ( ) Promotes cooperation and good will
   c. ( ) Moderately successful in cooperating with others
   d. ( ) Cooperates reluctantly and sometimes causes dissension
   e. ( ) Uncooperative. Often breeds trouble

3. Responsibility
   a. ( ) Seeks additional responsibilities
   b. ( ) Willingly accepts additional responsibilities
   c. ( ) Reluctant to accept additional responsibilities
   d. ( ) Avoids responsibility
   e. ( ) Cannot be depended upon

3. Quantity
   a. ( ) Unusually high output - meets emergency demands well
   b. ( ) Consistently turns out more than average
   c. ( ) Finishes allotted amount
   d. ( ) Does just enough to get by
   e. ( ) Amount of work done is inadequate

1. How long has this student been under your supervision? _____
2. What do you consider his/her STRONGEST POINTS? _____
   _____
3. What do you consider his/her WEAKEST POINTS? _____
   _____
4. What steps are being taken to correct this (or these) weakness? _____
   _____
5. Give a brief appraisal of employee's potentialities: _____
   _____
   _____
6. Has this report been discussed with employee? ( ) Yes ( ) No
   If no, why? _____

_____ _____
Signature - Training Sponsor Title

EVALUATION FORM

Training Station_____

Job Title_____

Student_____

Period_____

Scoring Key:
5 points-outstanding
4 points-good
3 points-average
2 points-only fair
1 point -poor

Working Abilities	5	4	3	2	1
Attitude toward work	5	4	3	2	1
Social Habits	5	4	3	2	1
Human Relations	5	4	3	2	1
Personal Appearance	5	4	3	2	1
Dependability	5	4	3	2	1

Competencies to be Evaluated

_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

Does the student show potential for promotion?_____ Total Score_____

Student's most outstanding positive attribute?_____

_____

Student's greatest weakness?_____

_____

Comments:_____

_____

_____
Training Sponsor's Signature

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	8

TASK: Obtain suggestions from training sponsors for use in related vocational instruction.

NARRATIVE:

Related vocational instruction is the in-school instruction that each student-learner receives in a vocational program that directly relates to the student-learner's on-the-job training. A vocational program is a laboratory, simulation or instruction based upon individually designed learning experiences in a vocational subject, which prepares a student for competencies required in a recognized occupation coded in accordance with the most recent vocational education classification of instructional programs by the National Center for Educational Statistics (N.C.E.S.).

If the vocational cooperative education program is to be truly cooperative and not just a "work experience" program, related vocational instruction must be provided in the classroom or laboratory to provide the student-learner with the knowledges, skills, attitudes and understandings which will facilitate the development of job competence. Related instruction includes: basic work and personal adjustment training, vocational skill development and employability skills.

Instruction in related classes must satisfy two conditions. First, it is individualized, since student-learners differ in their career, personal, and social development levels. Second, instruction is directly related to on-the-job experience and must be of sufficient duration to develop competencies necessary to prepare the learner for employment.

The classroom instruction must be correlated with the training plan and the on-the-job experience. Specific suggestions for related vocational instruction can be obtained from training sponsors.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 8

TASK: Obtain suggestions from training sponsors for use in related vocational instruction.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Reviewed training plan with the training sponsor	____	____
2. Discussed possible areas of future vocational instruction	____	____
3. Considered the training sponsor's recommendations when planning related vocational instruction	____	____
4. Provided the student with related instruction in a vocational education program	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 22, 58

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 9

TASK: Assist training sponsors in obtaining student-learner subminimum wage exemptions.

NARRATIVE:

If requested, the cooperative education coordinator is responsible for assisting a training sponsor in obtaining student-learner subminimum wage exemptions from the federal minimum wage.

Subminimum student-learner wage exemptions are often important because the wage exemptions (1) assist the coordinator in promoting the cooperative education program, (2) allow the student-learner an employment opportunity for a job related to the student-learner's career interest, (3) facilitate the training station in hiring entry-level employees, and (4) reduce employer expenses while providing opportunities for student employment. Therefore, the cooperative education coordinator must be familiar with the United States Department of Labor, Employment Standards Administration, Wage and Hour Division, (1) Application for Authorization to Employ a Student-Learner at Subminimum Wages, Form WH 205 and (2) Certificate Authorizing Special Minimum Wages for a Student-Learner, Form WH 206.

The coordinator and the training station sponsor complete the Application for Authorization to Employ a Student-Learner at Subminimum Wages, Form WH 205, at the training station or school office. The completed application is sent to the Federal Wage and Hour Division, United States Department of Labor, 230 South Dearborn Street, 8th Floor, Chicago, Illinois, 60604, and takes effect upon the date of mailing. This subminimum wage exemption is valid in Michigan until the eighteenth birthday of the student-learner and permits the employer to pay the student-learner seventy-five (75) percent of the federal minimum wage.

Subminimum wage exemptions for students not enrolled in cooperative education programs may also be obtained at eighty-five (85) percent of the federal minimum wage for students employed in retail and service trades. Coordinators should be familiar with this type of subminimum federal wage exemption which can be obtained from completing the Certificate Authorizing Special Minimum Wages for a Student-Learner, Form WH 206.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 9

TASK: Assist training sponsors in obtaining student-learner subminimum wage expemptions.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Explained the subminimum federal wage regulations governing cooperative education student-learners to the training sponsor	____	____
2. Assisted the training sponsor in completing the "Application for Authorization to Employ a Student-Learner at Subminimum Wages" (Form WH 205)	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

Application For Authorization To Employ A Student-Learner At Subminimum Wages

RESOURCES:

Agencies: 11
References: 58

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

OMB Approval No. 44-R0306

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

OFFICIAL USE ONLY
A. Control number _____
B. Effective date _____
C. Expiration date _____
D. Reviewing official _____

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: 3. DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:
5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	17. TITLE OF STUDENT-LEARNER OCCUPATION:
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT
7. PROPOSED GRADUATION DATE *(Month, day, year)*	19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION
8. NUMBER OF WEEKS IN SCHOOL YEAR	20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):*
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)?*	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions).*
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205
Rev. Aug. 1974

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his/her authorized representative.

_____ *(Print or type name of student)*

_____ *Signature of Student*

_____ *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.5(c) of the Student-Learner Regulations.

_____ *(Print or type name of official)*

_____ *Signature of School Official*

_____ *Date*

Title _____

Tel. No. _____ *(Include Area Code)*

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

_____ *(Print or type name of employer or representative)*

_____ *Signature of employer or representative*

_____ *Date*

Title _____

Tel. No. _____ *(Include Area Code)*

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 881-506

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 10

TASK: Complete Targeted Jobs Tax Credit Forms (TJTC).

NARRATIVE:

The Revenue Act of 1978 (P.L. 95-600), as amended, and the Economic Recovery Tax Act of 1981 provides for the Targeted Jobs Tax Credit (TJTC) Program. TJTC allows a tax credit to private sector employers who pay a federal income tax. Congress intended to make the credit, as appealing as possible, to a wide range of employers and to keep procedures and paperwork to a minimum. Congress wanted to focus employment incentives on individuals who have high unemployment rates, even when the national unemployment rate is low, and on groups with special employment needs.

The TJTC Program is intended to further the partnership between public sector training programs and private sector employers in dealing with the problems of the disadvantaged and the chronically unemployed. The TJTC Program is a significant and cost effective way of increasing private sector opportunities because it offers tax-paying businesses direct incentives to make more jobs available to targeted individuals.

The Act provides a tax credit to employers who hire individuals from target groups. Student-learners participating in a "qualified cooperative education program," ages 16 through 19, and who are economically disadvantaged can provide an employer with a credit equal to fifty percent of "qualified first year wages" and twenty-five percent of "qualified second year wages." The maximum age for participating cooperative education student-learners is 19 years of age (up to the twentieth birthday). To qualify for TJTC the student cannot be a high school graduate.

The coordinator of cooperative education is responsible for informing employers about the Targeted Jobs Tax Credit (TJTC) Program for the cooperative education target group. Since specific procedures change periodically coordinators should contact the State employment service office (MESC) or the Vocational-Technical Education Service (VTES) for specific information on TJTC for cooperative education enrollees.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 10

TASK: Complete Targeted Jobs Tax Credit Forms (TJTC).

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Explained the TJTC program to interested employers	____	____
2. Assisted interested training stations in securing a tax credit for eligible cooperative education students	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

Certification of Youth Participating in a Qualified Cooperative Education Program

RESOURCES:

Agencies: 8, 13

Form **6199**
(Rev. July 1980)
Department of the Treasury
Internal Revenue Service

Certification of Youth Participating in a Qualified Cooperative Education Program

For the Targeted Jobs Credit Under Section 44B of the Internal Revenue Code

Certification initiated by (check one)
☐ Employer ☐ Student ☐ School

Part I Qualified School Offering Cooperative Education Program

Name of school	Telephone number

Address (Number and street)

City, State, and ZIP code

School system

Part II Employer

Name of business	Employer identification number

Address (Number and street)

City, State, and ZIP code

Employer representative	Title	Telephone number

Part III Student—Targeted Group E—*(See Instruction A)*

Name	Date of birth—student must be at least age 16, but not yet age 20—(month, day, year)	Social security number

Address (Number and street)

City, State, and ZIP code

Student's first day on the job. (Must have been hired by you for the first time after September 26, 1978.)	Starting wage per hour
Dates of cooperative program of the student From (date) to	Number of hours per week

Part IV Certification by the School *(See Instruction B for Definitions)*

I certify that the student named in Part III is a "youth participating in a qualified cooperative education program;" the school named in Part I is a "qualified school;" and the cooperative education program of the school in which the student is enrolled is a "qualified cooperative education program."

Name of certifying officer (type or print)	Title
	Date

Signature ▶

Part V Signature of Employer *(See Instruction C)*

I certify that this information is correct and true to the best of my knowledge. This form is for obtaining the benefits of the Targeted Jobs Tax Credit under section 44B of the Internal Revenue Code. I understand that my credit for employing the student named in Part III will end if this certification becomes invalid.

	Date
Signature ▶	

Instructions

A. Purpose of Form 6199

For an individual to qualify as a youth participating in a qualified cooperative education program (as defined in B below), a qualified school must certify in writing that the student meets the conditions in B(1) below. The school may meet the certification requirement by completing Form 6199. The certification allows the employer named in Part II of Form 6199 to claim the targeted jobs credit for qualified wages paid or incurred after December 31, 1978, to the student named in Part III of the form.

The school must prepare Parts I through IV of Form 6199 in triplicate. The original of the form is given to the employer. One copy is given to the Central State Employment Security Agency for the state in which the school is located. The remaining copy is kept by the school for its records.

B. Definitions

(1) Youth Participating in a Qualified Cooperative Education Program.—The term "youth participating in a qualified cooperative education program" means any individual who meets the following conditions:

(i) is age 16 but not yet age 20, (Note: An individual age 19 will be treated as a youth participating in a qualified cooperative education program only for wages paid or incurred after November 26,1979.),

(ii) has not graduated from a high school or vocational school, and

(iii) is actively pursuing a qualified cooperative education program, and

(iv) is certified in writing by the school taking part in the program.

(2) Qualified School.—The term "qualified school" means:

(i) a specialized high school principally for vocational education,

(ii) the department of a high school principally for vocational education, or

(iii) a technical or vocational school principally for vocational education of persons who have completed or left high school.

A school which is not a public school is a qualified school only if it is exempt from tax under section 501(a) of the Internal Revenue Code.

(3) Qualified Cooperative Education Program.—See section 51(d)(8)(B) of the Internal Revenue Code and the related regulations for the definition of a qualified cooperative education program.

C. Instructions for Employer

(1) For tax years ending after December 31, 1978, the qualified first year wages or qualified second year wages paid to the employees certified as youths participating in a qualified cooperative education program are entered on the "Targeted Group E" line(s) of IRS Form 5884, Jobs Credit.

(2) On receiving the form from the school, the employer must sign Part V certifying that the information on the form is correct before he or she can claim the targeted jobs credit for wages paid to the student named on the form. The employer must keep Form 6199 for tax purposes.

(3) For more information on claiming the Targeted Jobs Credit for Youth Participating in a Qualified Cooperative Education Program, **see Publication 906, Targeted Jobs and WIN Credits.**

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MESC 2214
(1-82)

INCOME DETERMINATION FORM FOR CO-OP STUDENTS

To the parent of _____

From: _____ Teacher/Coordinator

_____ Telephone

_____ School

_____ Address

_____

_____ School District

Your child has been employed by: _____ Name

_____ Address

_____

The employer has requested that we assist them in obtaining a tax credit on wages paid to your child, who is a cooperative education student at our school. To enable us to issue the certification it is necessary to have this form completed. You will be sending the information directly to the Michigan Employment Security Commission (MESC). The information supplied will be held as confidential by the MESC and will be used by them solely for the purpose of determining tax credit eligibility. Specific information entered on this questionnaire will **not** be revealed to us or the employer.

Please complete the income statement shown below for the period from _____ , 198 ___ to _____, 198 ___ for your family. Examples of types of income to be included or excluded are shown on the back of the form. When the form is completed, mail it to:

MESC
TJTC Unit — Room 406
7310 Woodward
Detroit, Michigan 48202

1. Gross Salary and Wages:
   Include total earnings before deductions. _____

2. Self Employment Income: (If not self employed, leave blank)
   Include gross receipts less operating expenses. _____

3. Farm Income: (If not engaged in farming, leave blank)
   Include gross receipts less operating expenses. _____

4. Other Income:
   Include net rent, social security benefits (excluding Supplemental Security Income), disability pensions, child support and other periodic income. _____

5. Total: _____

6. Number in family:
   Count all persons living in the household, related by blood, marriage or adoption. _____

I certify that the information I have supplied in this form is true and correct to the best of my knowledge and belief.

_____
Signature (Parent or Guardian)

Following are kinds of income to be included in figuring family income:

Wages/Salary before deductions
Net self-employment income
Alimony/child support
CETA On-The-Job training and Public Service Employment payments
Pensions
Social Security benefits
Periodic Insurance Annuity Income

Following are types of income that should not be included when figuring family income:

Non cash income, such as food stamps
Value of owner occupied housing
Cash welfare payments
Payments received for work experience or classroom training for Employment and Training Administration programs
Capital gains and losses
One time unearned income, see examples below, which includes:
- unemployment insurance
- supplemental unemployment benefits
- scholarships and fellowship grants
- payments from accident, health and casualty insurance
- disability and death benefits
- awards and gifts
- inheritances
- workers compensation

Amounts received as pay or allowances by any person while serving on active duty in the armed services
Educational assistance and compensation payments to veterans and other eligible persons by the Veterans Administration
Compensation for service connected death or disability
Dependency and indemnity compensation for service-connected death
VA vocational rehabilitation

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	11

TASK: Keep a log of coordination visits.

NARRATIVE:

A coordination log is a written record that indicates the training stations visited, the purpose of the visit, and mileage incurred in visiting the training stations. The coordinator's log should be completed after each field experience and kept in the possession of the cooperative education coordinator. A copy of the log should be made available periodically as may be required by local school administration and filed at the end of the year in a permanent location with student training agreements.

Experienced cooperative education coordinators keep logs of coordination visits that contain notations on achievement and problems encountered. The log can prove useful during the preparation of reports, can assist the cooperative education coordinator in planning future visits to training stations and serves as a permanent record documenting that adequate supervision of cooperative education students at training stations has occurred during the duration of the cooperative training program.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 11

TASK: Keep a log of coordination visits.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Completed the school information on the Coordination Log	____	____
2. Filled in the date of each coordination visit on the Coordination Log	____	____
3. Indicated the place and person visited on the Coordination Log	____	____
4. Indicated the purpose of the visit on the Coordination Log	____	____
5. Recorded the number of miles driven on the Coordination Log	____	____
6. Recorded specific comments that will need to be addressed on the Coordination Log	____	____
7. Signed and dated the Coordination Log	____	____
8. Made available a copy of the completed Coordination Log to appropriate school administration as required by local school district policy	____	____
9. Maintained Coordination Logs in a permanent location	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Coordination Log

RESOURCES:
References: 18, 24, 58

COORDINATION LOG

SCHOOL_____

COORDINATOR_____

PERIOD FROM_____19__to_____19___

DATE	PLACE AND PERSON VISITED TRAINING STATION/JOB SPONSOR	PURPOSE OF COORDINATION VISIT	NUMBER OF MILES DRIVEN

TOTAL NUMBER OF STUDENT-LEARNERS VISITED _____

TOTAL NUMBER OF TRAINING STATIONS/FIRMS VISITED _____

TOTAL NUMBER OF MILES DRIVEN _____

COMMENTS:

SIGNATURE:

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	12

TASK: Arrange special classroom/laboratory assignments for cooperative education student-learners who are currently unemployed.

NARRATIVE:

The coordinator is responsible for arranging vocational classroom/laboratory assignments for cooperative education student-learners who are currently unemployed.

Before a student-learner can be placed or replaced in a training station, the coordinator must evaluate the skills required for the student-learner's career interest. If any of the basic vocational skills are lacking, the coordinator must develop an individualized instructional program for the student-learner.

Special assignments for unemployed cooperative education student-learners should be structured during the regular related vocational education class period(s) and during the released time when the student-learner would normally be employed. This instruction should involve:

General related instruction which includes basic skills and general occupational information that student-learners need to have in achieving a career goal. This instruction could involve remedial work with student-learners on basic skills such as (1) attitudes needed to succeed in the occupation, (2) employer-employee relations, (3) payroll procedures, (4) employee benefits, and (5) locating interviewing for and selecting a job in a specific occupation.

Student-learners also need training and knowledge in skills and attitudes needed by workers in a specific occupational area; skills such as typing, making change, accurately measuring materials, etc. This is specific related instruction and is related to an occupational area which is designed to prepare the student-learner for advancement in his/her selected occupation.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 12

TASK: Arrange special classroom/laboratory assignments for cooperative education student-learners who are currently unemployed.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Provided the basic skills required by the student-learner	____	____
2. Provided the general occupational information including skills, knowledge, attitudes, and understanding needed by all workers	____	____
3. Provided the student-learner with employability skills	____	____
4. Provided specific related instruction for each student-learner on an individualized basis	____	____
5. Used feedback from advisory committee members and training sponsors on what is desired in a student-learner's instructional program	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 43

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	13

TASK: Practice non-discriminatory placement procedures with employers.

NARRATIVE:

The cooperative education coordinator must practice non-discriminatory placement policies and procedures with employers.

The basic objectives of non-discriminatory placement procedures are: (1) to insure that equal educational opportunities, including full opportunity to participate in programs, activities, and job opportunities, and to benefit from services, are provided to all student-learners; (2) to prohibit barriers in achieving full participation, such as the stereotyping of individuals based on their racial, ethnic, or gender identity, or on their handicapping condiditons; (3) to provide education in an integrated setting; and (4) to analyze, identify and change policies and activities that impede the achievement of the above goals. These objectives were determined through laws, rules and regulations issued under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendements of 1972, and Section 504 of the Rehabilitation Act of 1973.

It is the responsibility of the coordinator to describe, explain and apply non-discriminatory placement procedures and practices to employers to insure equal opportunity for all groups and populations. Any questions regarding the Civil Rights Compliance Program for Vocational Education should be sent to the Michigan Department of Education, Vocational Technical Education Service, State Planning Unit, P.O. Box 30009, Lansing, Michigan 48909, or telephone (517) 373-2620.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 13

TASK: Practice non-discriminatory placement procedures with employers.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Followed established policy which affirms non-discrimination on the basis of race, color or national origin	____	____
2. Followed established policy which affirms non-discrimination on the basis of sex	____	____
3. Followed established policy of non-discrimination on the basis of handicap	____	____
4. Informed participants of the cooperative education program about non-discriminatory policies, practices and procedures	____	____
5. Complied with non-discriminatory policies, practices and procedures on locally developed training agreements course descriptions, educational materials and promotional materials	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
Agencies: 1
References: 61, 62, 63

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	14

TASK: Keep a weekly/work period record of student-learner work hours.

NARRATIVE:

The coordinator is responsible for maintaining a student-learner wage and hour record. The student-learner completes the wage and hour record each week or for each regular work period and submits the form to the coordinator.

The wage and hour record has several basic purposes:

1. It provides a record of work hours that can be reviewed for compliance with stated hours on the training agreement

2. It provides a record that the student-learner has worked an average of fifteen (15) hours/weeks as required by Michigan General School Laws

3. It provides a public relations tool for promoting the cooperative education program within the district because it provides facts regarding the earning power and contributions of student-learners to the economy

The student-learner's wage and hour record should be prepared once each work week/pay period and kept in the office of the cooperative education coordinator as a permanent record.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 14

TASK: Keep a weekly/work period record of student-learner work hours.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Assisted the student-learners in completing an employment record weekly or for each regular work period	____	____
2. Checked the number of hours worked by the student-learner against hours indicated on the training agreement	____	____
3. Checked the amount of wages earned	____	____
4. Assisted the student-learner in the calculation of "total" wages and hours worked	____	____
5. Noted any comments made by student-learners	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Student-Learner's Wage and Hour Record

RESOURCES:
References: 10, 22, 58

STUDENT-LEARNER'S WAGE AND HOUR RECORD

FROM _____ 19___ to _____ 19___

STUDENT-LEARNER _____

TRAINING STATION _____

TRAINING SPONSOR _____

DAY	HOURS WORKED	RATE	TOTAL EARNINGS
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			
TOTAL FOR WEEK			

COMMENTS:

DATE: _____ STUDENT-LEARNER: _____
SIGNATURE

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	15

TASK: Relocate student-learners to different training stations when student-learners lose employment.

NARRATIVE:

The coordinator, student-learner, parents/guardians and training sponsor must all be involved with the transfer of a student-learner from a training station.

There may be times when a student-learner will need to be transferred from one training station to another because of the loss of employment. For the protection of all persons concerned, a written policy should be adopted to cover the various reasons for transfer. Some of the possible reasons for the student-learner to lose employment include: (1) the training station's refusal to follow a training plan, (2) the training station is forced to terminate employment due to layoffs, (3) personality conflicts between the student-learner and training sponsor expectations. When work is interrupted or terminated for any reason, there is a general agreement that the coordinator should try to relocate the student-learner in another educationally rewarding situation.

The goal of the transfer is to provide the student-learner with continued learning experiences that meet student-learner career interests. The transfer should occur only after all parties (coordinator, student-learner, employer, parents/guardians) have agreed to a change in a training station.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 15

TASK: Relocate student-learners to different training stations when student-learners lose employment.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Planned for the transfer of student-learners with established written policies and procedures	____	____
2. Considered the student-learner's career interests in the transfer	____	____
3. Maintained a cooperative working relationship with the previous training station sponsor	____	____
4. Developed transfer policies with appropriate school personnel and the vocational program advisory committee	____	____
5. Completed the necessary records and reports on the transfer	____	____
6. Discussed the transfer with student-learner, training station sponsor, parents/guardians	____	____
7. Completed the Student-Learner Transfer Form with stated reasons for transfer	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 40

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	16

TASK: Relocate student-learners to different training stations when more desirable training stations occur.

NARRATIVE:

The coordinator, present training sponsor, future training sponsor, student-learner, and parents/guardians must all be involved when a student-learner is transferred to a more desirable training station.

There may be instances when more desirable training stations develop in a community. The placement of student-learners into a more desirable training station must be carefully evaluated. Encouragement is given to the coordinator to develop existing training stations whenever possible. However, opportunities for relocating student-learners to more desirable training stations sometimes do occur. These changes happen because of: (1) a willingness on the part of a new training station sponsor to provide improved on-the-job training, (2) a willingness on the part of the new training station sponsor to provide improved career and advancement opportunities for the student-learner.

Relocating student-learners to different training stations is not recommended because it may cause problems and ruin future placement opportunities with the present training station sponsor and can often encourage job switching among student-learners enrolled in the cooperative education program. It is strongly recommended that coordination activities stress developmental activities with current training sponsors. The necessity of relocating student-learners to more desirable training stations will be reduced and in most cases eliminated if prospective training stations are initially evaluated for their potential to provide quality learning opportunities for the student-learner.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 16

TASK: Relocate student-learners to different training stations when more desirable training stations occur.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Established transfer policies and procedures	____	____
2. Considered the student-learner's career and advancement opportunity	____	____
3. Maintained a cooperative working relationship with the previous training station sponsor/ supervisor	____	____
4. Completed necessary records and reports	____	____
5. Discussed the transfer with the student-learner, new training station sponsors, parents/guardians	____	____
6. Identified and recorded reasons for the transfer	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Student-Learner Transfer Form

RESOURCES:
References: 40

STUDENT-LEARNER TRANSFER FORM

Student-Learner _____ Transfer Date _____

Present Training Station _____

Present Training Sponsor _____

New Training Station _____

New Training Sponsor _____

REASON FOR TRANSFER:

COMMENTS:

DATE _____ SIGNATURE _____

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	17

TASK: Communicate with training sponsors regarding student-learners and co-employee working relationships.

NARRATIVE:

The training of a student-learner necessitates communication between the coordinator, student-learner, training sponsor and co-workers at the training station.

The coordinator must communicate with training sponsors regarding student-learner and co-employee working relationships to:

(1) assist the student-learner in adjusting to the work environment
(2) assist the student-learner in making personal and social adjustments
(3) assist the student-learner in planning and improving on-the-job instruction
(4) assist the student-learner in making a smooth transition from school to work

Coordination visits between the coordinator and the training station sponsor should occur periodically to monitor student-learner progress in interpersonal skills between co-workers and supervisors. The frequency of coordination visits will vary by types of co-worker relationships and difficulties encountered on-the-job.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 17

TASK: Communicate with training sponsors regarding student-learners and co-employee working relationships.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Discussed working relationships between the cooperative education student-learner, co-workers and supervisor	____	____
2. Reviewed the Cooperative Vocational Education Student Employer Evaluation Form with all concerned parties	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

Cooperative Vocational Education Student Employer Evaluation

RESOURCES:

References: 22, 30, 58

COOPERATIVE VOCATIONAL EDUCATION STUDENT

EMPLOYER EVALUATION

Student_____ Employer_____

Job Title_____ Grading Period_____

Be sure each grading area is checked X . DO NOT USE YES OR NO.
*E - Excellent, G - Good, F - Fair, P - Poor

	E	G	F	P
1. KNOWLEDGE OF WORK: Does the student understand all phases of his or her work and related matters?				
2. DEPENDABILITY: Attendance, punctuality, accepts responsibility, follows instructions?				
3. MENTAL ALTERNESS: Interest in job, eager to learn, ability to learn and remembers work methods and procedures?				
4. LEADERSHIP: Assertive, imaginative, enthusiastic, good judgment?				
5. INITIATIVE: Ability to develop constructive ideas, keep busy, consistent, works without supervision?				
6. THOROUGHNESS: Accurate, completion of work, takes care of equipment, practices safety, handles supplies efficiently?				
7. PRODUCTION: Volume and quality of work?				
8. PERSONAL APPEARANCE: Neat, good hygiene?				
9. MANNERS: Courteous, considerate appreciative, respectful, open-minded, honest, self-controlled?				
10. ABILITY TO GET ALONG WITH OTHERS: Friendly, cooperative, ability to accept criticism?				
11. Does the student have confidence in his or her abilities?				
12. Does the student ask questions about things not understood?				
13. Does the student favorably represent the school on this job?				
14. Indicate overall job performance.				

_____

TRAINING STATION SPONSOR SIGNATURE

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	18

TASK: Complete a written training agreement for each student-learner.

NARRATIVE:

The cooperative education coordinator is responsible for explaining the training agreement to the employer, student-learner, and parents/guardians.

The Youth Employment Standards Act (P.A. 90 of 1978) governs the legal employment of minors in Michigan. In section 18 of the Act a provision is made to allow a written agreement or contract to be entered into between an employer and the board of education of the school district in which the minor is enrolled. This written agreement exempts a student from obtaining a work permit and allows the student to be legally employed in Michigan. The employment, however, shall not be in violation of a Federal statute or regulation and a signed copy of the agreement shall be on file in the place of employment before a minor begins employment.

The training agreement in cooperative education is the legal written agreement developed cooperatively between the employer, teacher-coordinator, student, and parent/guardian and outlines the responsibilities of the employer and student to the program and establishes the legal conditions of the student-learner's employment.

The cooperative education coordinator must develop a training agreement which defines what is expected of each of the parties involved, the employer, and school, the student-learner and the parents/guardians. A written and signed copy of the training agreement should be given to each party. The training agreement should include the following: (1) career interest or objective, (2) job activities, (3) related vocational instruction, (4) employer responsibilities, (5) student responsibilities, (6) school/coordinator responsibilities, (7) duration of training period, (8) minimum and maximum hours of work per week, (9) daily hours to be worked reflecting in beginning and ending time frames, and (10) beginning wages.

The student-learner may begin cooperative education employment as soon as the cooperative education coordinator has completed the training agreement, it has been signed by all parties to the agreement, and a copy has been placed on file with the employer. Employment is not legal until a copy of the training agreement is on file with the employer.

The training agreement is essential because it serves as: (1) a planning document and a vechile for directing and evaluating learning experiences; (2) an information document, which helps employers to appreciate their teaching role and to understand the purposes of cooperative vocational education; (3) a permanent record, which is useful for subsequent placement services and follow-up studies; (4) a career decision-making document, which builds student-learner satisfaction in fulfilling a career interest, and (5) a legal document, which ensures compliance to labor laws, rules and regulations.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 18

TASK: Complete a written training agreement for each student-learner.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Indicated the employer's name, address, phone number and employer IRS number	____	____
2.	Indicated the Federal Hazardous Order Deviation, if appropriate	____	____
3.	Indicated the training station supervisor and date that employment would begin	____	____
4.	Indicated if the student-learner would be covered by worker's disability and liability insurance, names of underwriter	____	____
5.	Indicated the student-learner's name, address, phone number, social security number, driver's license number, age, grade, birth date, rate of pay, expected completion date	____	____
6.	Completed the student-learner's rate of pay and expected completion date	____	____
7.	Indicated the daily time schedule and the maximum number of hours the student-learner could work in a week	____	____
8.	Indicated the student-learner's career objective	____	____
9.	Indicated the occupational title and the USOE (NCES) code	____	____
10.	Indicated job tasks and activities	____	____
11.	Indicated related vocational instruction	____	____
12.	Indicated employer's responsibility to the cooperative education program	____	____
13.	Indicated the student-learner's responsibility to the program	____	____
14.	Obtained the signature of the student-learner, parent/guardian, cooperative education coordinator and the employer	____	____
15.	Placed with the employer a copy of the training agreement before the student-learner began work	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

Suggested Cooperative Education Student Training Agreement

RESOURCES:

References: 22, 58
United States: 23, 24

COOPERATIVE EDUCATION STUDENT TRAINING AGREEMENT

EMPLOYER: _____
(Name of Business)
EMPLOYER IRS NUMBER _____
STREET: _____
CITY: _____ PHONE: _____

FED. HAZARD. OCCUP. DEVIATION:
_____ YES _____ NO

SUPERVISOR: _____
DATE EMPLOYMENT BEGINS: _____
WORKER'S DISABILITY: __YES __NO
UNDERWRITER: _____
(Carrier)
LIABILITY INSURANCE:
_____ YES _____ NO

UNDERWRITER: _____
(Carrier)

STUDENT NAME: _____
STREET: _____
CITY: _____
ZIP CODE: _____ PHONE: _____
SOCIAL SECURITY NO. _____
DRIVER'S LICENSE NO. _____
GRADE: _____ AGE: _____
BIRTH DATE: _____
RATE OF PAY: _____
EXPECTED PROGRAM
COMPLETION DATE: _____
DAILY TIME SCHEDULE
FROM _____ TO _____
MAXIMUM WORK HR./WEEK _____
CAREER OBJECTIVE: _____
OCCUPATIONAL TITLE: _____
NCES(USOE) CODE: _____

JOB TASKS AND ACTIVITIES	RELATED VOCATIONAL INSTRUCTION
The student will receive training from the employer (on the job) for the following work related tasks and activities:	The student will complete the following preparation in school:

EMPLOYER'S RESPONSIBILITY IN PROGRAM:

1. The student's training period shall be an average of 15 hours per week.
2. The training plan shall include job tasks and activities which are of vocational and educational value.
3. The employer shall complete a brief progress report (provided by the coordinator) each marking period indicating the trainee's progress on the job.
4. This training program agreed upon shall not be interrupted by either trainee or employer without consultation with the coordinator.
5. The employment of the trainee shall conform to all federal, state, local laws and regulations, including non-discrimination against any applicant or employee because of race, color, religion, age, marital status, sex, national origin or ancestry. This policy of nondiscrimination shall apply also to otherwise qualified handicapped individuals.

TRAINEE'S RESPONSIBILITY IN PROGRAM:

1. Trainee will abide by the regulations and policies of the employer and the school.
2. Each trainee shall faithfully perform the assignments of the job and school program.
3. No trainee shall leave the training program without first receiving the consent of the co-op coordinator.

Approved Date
Trainee_____ _____

Parent_____ _____

Coordinator_____ _____

Employer_____ _____

NOTE: (Employer must retain a copy of the completed training agreement at place of employment before a minor begins work.)

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	19

TASK: Complete a written training plan for each student-learner.

NARRATIVE:

The cooperative education coordinator, training sponsor, and student-learner cooperate in preparing a training plan.

The training plan is the educational tool used in conjunction with the training agreement. It details specific job tasks to be learned by the student-learner at the training station and in the school's vocational program. The training plan also outlines suggested time frames for the learning of and exposure to job duties and tasks on the training plan.

Training plan development must focus on the student-learner's stated career interest and objective. The coordinator and the training sponsor discuss the skills, attitudes, and understandings required of the student-learner and design the training plan accordingly. The training plan outlines the educational program for the student-learner, identifies the training station responsibilities and demonstrates the relationship between the vocational education program in the school and the cooperative education experience at the training station.

The training plan is developed after the cooperative education coordinator has had an opportunity to evaluate the student-learner and discuss the program objectives with the training sponsor.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 19

TASK: Complete a written training plan for each student-learner.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Completed information section on training plan	____	____
2. Discussed with the training sponsor the skills, attitudes and understandings needed by the student-learner and then designed a training plan accordingly	____	____
3. Detailed on the training plan specific job tasks to be learned by the student-learner	____	____
4. Indicated time frames for the learning of and exposure to job duties and tasks	____	____
5. Indicated learning location for the job tasks identified on training plan (training station or vocational class/laboratory)	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Suggested School Year Training Plan

RESOURCES:
References: 22, 45, 58

SUGGESTED SCHOOL YEAR TRAINING PLAN

Student/Trainee _____ Training Station _____

Date of Birth _____ Training Sponsor _____

Address _____ Title _____

_____ Address _____

Telephone No. (___) _____ _____

Student Job Title _____ Telephone No. (___) _____

Student Career Interest _____ Coordinator _____

_____ School _____

Task No.	LEARNING ACTIVITIES Duties and Tasks	Learning Locations TS ✔	 LAB ✔	Sept. Oct.	Nov. Dec. Jan.	Feb. March April	May June
A	PERFORMING ADVERTISING ACTIVITIES:						
1	Demonstrate knowledge of store advertising activites.						
2	Describe advertised merchandise to customers.						
B	COMMUNICATING INFORMATION:						
1	Give verbal presentations.						
2	Use telephone correctly.						
3	Demonstrate business-like introductions.						
4	Complete written forms and reports.						
5	Demonstrate listening skills.						
6	Participate in employee meetings.						
7	Keep confidential certain store information.						
8	Suggest change to management.						
9	Distribute store information.						
C	DISPLAYING MERCHANDISE:						
1	Plan counter, window and interior displays.						
2	Build counter, window and interior displays.						
3	Perform display housekeeping.						
4	Design and letter signs.						
5	Dismantle displays.						

Task No.	LEARNING ACTIVITIES Duties and Task	Learning Locations TS ✓	 LAB ✓	Sept. Oct.	Nov. Dec. Jan.	Feb. March April	May June
D	APPLYING HUMAN RELATIONS SKILLS:						
1	Demonstrate positive personality traits.						
2	Participate in student organizations and/or local business organizations.						
3	Answer customer inquiries.						
E	MANAGING STORE FUNCTIONS:						
1	Assist with training of other employees.						
2	Encourage employee morale.						
3	Follow store policies and procedures.						
4	Follow lines of authority within store plan.						
5	Organize job tasks.						
6	Place stock within a department.						
7	Explain customer services and facility locations.						
8	Practice expense control.						
F	USING MATHEMATICS:						
1	Perform basic mathematical computations.						
2	Make change.						
3	Write sales checks.						
4	Compute sales tax.						
5	Operate a cash register/terminal.						
6	Examine and process a check sale.						
7	Process a charge sale.						
8	Process customer returns.						
9	Check out cash register/terminal.						
G	PERFORMING MERCHANDISING ACTIVITIES:						
1	Count stock.						
2	Place an order.						
3	Comparative shop.						

Task No.	LEARNING ACTIVITIES Duties and Tasks	Learning Locations TS ✓	 LAB ✓	Sept. Oct.	Nov. Dec. Jan.	Feb. March April	May June
H	PERFORMING BUSINESS OPERATIONS:						
1	Suggest use of credit.						
2	Complete departmental stock control records.						
3	Unload delivery vehicles.						
4	Check incoming merchandise.						
5	Mark merchandise.						
6	Change marked retail prices.						
7	Stock merchandise.						
8	Perform store maintenance.						
9	Observe safety precautions.						
10	Assist accident victims.						
11	Recognize potential shoplifters.						
I	USING PRODUCT/SERVICE INFORMATION:						
1	Collect product information.						
2	Handle returned merchandise.						
3	Demonstrate product knowledge to sell merchandise.						
J	SELLING MERCHANDISE:						
1	Use appropriate sales techniques.						
2	Process a telephone order.						
3	Wrap a customer's package.						
4	Order special request merchandise.						
5	Respond to a customer's complaint.						
K	ADDITIONAL DUTIES:						

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 20

TASK: Use a rating form for evaluating the student-learner.

NARRATIVE:

Evaluation should occur on a regular basis. Frequent evaluations emphasize positive work behaviors and promote effective job performance. Through evaluation, skills that require improvement can be corrected before they seriously affect student-learner performance. A rating form is used at the end of each grading period. However, the cooperative education coordinator also will need to verbally inquire about a student-learner's progress during each regularly scheduled coordination visit.

When a student-learner's on-the-job training is evaluated, the evaluation is used to determine a grade. While evaluation for grading is necessary, it is important to realize that evaluation has other uses in the cooperative education program. The evaluation can provide the student-learner, the cooperative education coordinator and the training sponsor with the necessary information that will be helpful in planning future instruction. The evaluation form itself should identify the personality traits, work habits, and basic and vocational skills needed for success in a job.

The training sponsor, when evaluating a student-learner's performance, is identifying the areas where the student-learner performs well and where the student-learner needs to improve. The training sponsor can use the information from the completed evaluation form to assist the student-learner in improving specific job skills, attitudes and understandings. The training sponsor also can inform the cooperative education coordinator which skills need improvement so individual classroom instruction may be provided by the student-learner. Of course, the purpose of conducting evaluations of student-learner on-the-job training must be completely explained before anything else is done. The structure and content of the evaluation form, the procedures used, and the use of the evaluation information may vary according to local district policy. The coordinator should always state the purposes of an evaluation so that both the student-learner and the training sponsor clearly understand and support the evaluation procedure.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 20

TASK: Use a rating form for evaluating the student-learner.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Discussed the rating form with the training sponsor	____	____
2. Discussed the rating form with the student-learner	____	____
3. Completed student-learner information on the rating form	____	____
4. Completed the training sponsor information on the rating form	____	____
5. Checked that the training sponsor evaluated the student-learner's work habits and abilities	____	____
6. Checked that the training sponsor has made appropriate comments about the student-learner	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Evaluation Form For Student-Learners

RESOURCES:
References: 12, 22, 35

EVALUATION FORM FOR STUDENT-LEARNERS

Student-Learner_____ Firm_____

Training Sponsor_____ Position_____ Date_____

The purpose of this rating sheet is fourfold: To help the student-learner recognize strengths and weaknesses; to aid the coordinator in meeting the needs of the student-learner, to enable the coordinator to fill out the student-learner's school progress report; and to allow the employer to evaluate the student-employee as a valued asset to the firm.

INSTRUCTIONS: Please check the column that best applies in both of the sections that follow. It is recommended that the training sponsor discuss the points that apply to the student-learner.

Traits	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Appearance						
Promptness						
Cooperation						
Sincerity Dependability						
Interest & Attitude						
Courtesy & Tact						
Self-Confidence						
Attendance						
Others:						

What traits of the student-learner need improvement:_____

Work Habits & Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Job Tasks						

PLEASE CHECK THE GRADE OF WORK WHICH YOU FEEL THIS STUDENT-LEARNER HAS DONE ON THE JOB. Definitely Exceptional_____ Above Average_____

Below Average_____ Poor or Unsatisfactory (Please Comment)_____

_____

What work habits or skills of the student-learner need improvement?____

_____

_____

_____

In what respects has the student-learner shown definite improvement?_____

_____

_____

_____

Additional Comments: (Use reverse side if necessary)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	21

TASK: Arrange appointments for student-learner interviews with potential training sponsors.

NARRATIVE:

After the cooperative education coordinator has determined a student-learner's career interests, basic and vocational skills, the cooperative education coordinator can tentatively begin to send student-learners to prospective training stations for job interviews.

The coordinator should arrange a time convenient for the employer and the student-learner to complete a job application and interview. To acquaint the training station sponsor with the student-learner being interviewed, a job interview introduction card should be brought by the cooperative education student to the interview.

The job interview normally occurs at the prospective training station and provides the student-learner with an experience in applying for a job. It is recommended that each training station sponsor have the opportunity to talk to at least three student-learners. By interviewing several students the employer is given the opportunity to select the student-learner most qualified for the position. In addition, each student-learner should have the opportunity to interview at least three different training stations. This experience of interviewing at several prospective training stations gives the student-learner experience in applying for a variety of jobs and the opportunity to select a training station that best matches personal career interests. All students should be instructed that the interview should be non-discriminatory. This means that the interview should be free of discrimination due to race, color, religion, sex, national origin or ancestry. This policy of non-discrimination also applies to otherwise qualified handicapped individuals.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 21

TASK: Arrange appointments for student-learner interviews with potential training sponsors.

ACHIEVEMENT INDICATORS: THE COORDINATOR

	YES	NO
1. Determined training sponsor needs	____	____
2. Assisted the student-learner in preparing a resume	____	____
3. Assisted the student-learner in obtaining a social security card, if necessary	____	____
4. Assisted the student-learner for the job interview	____	____
5. Set up appointments for job interviews	____	____
6. Completed and gave the student-learner an introduction card for the job interview	____	____
7. Prepared the student-learner for the job interview	____	____
8. Assisted the student-learner with transportation to the job interview		
9. Requested the potential training sponsor to return the form titled, Employer's Report of Job Interview Card	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Job Interview Card

RESOURCES:
References: 22, 45, 58

JOB INTERVIEW CARD

COOPERATIVE EDUCATION OFFICE

This introduces _____, Age _____

Address _____, Phone _____

Applying for the job of _____

at _____
Name of Company Phone

Address _____

Applicant is to see _____, Date _____

Related High School Academic and Vocational Courses

_____ _____

_____ _____

_____ _____

_____ _____

Previous Work Experiences

_____

Referred by: _____ Phone

.....

PLEASE DETACH HERE

__ Trade & Industrial __ Agriculture __ Business and Office Education

__ Marketing and Distributive Educ. __ Home Economics __ Health Occupation

As an aid to our cooperative program, please fill out and mail this self-addressed form.

_____ was interviewed for the

job of _____
Name of Company

The applicant is: (please check one) _____ Hired ____ Not Hired

Reasons for not hiring the applicant: _____

_____

Remarks: _____

Date Signed Title

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	22

TASK: Inform training sponsors regarding federal laws related to vocational education and employment of minors.

NARRATIVE:

The cooperative education coordinator is responsible for informing training sponsors about federal laws relating to cooperative education and the employment of student-learners. Public policy, as expressed in federal legislation, is one of the basic considerations in planning and operating cooperative education programs. Employment of student-learners must comply with all federal laws that apply to the employment of minors. Several federal laws, rules and regulations affect the employment conditions of cooperative education student-learners and are listed below:

1. Bilingual Rules and Regulations to the Vocational Act of 1963 - requires than an educational institution provide training for limited English speaking learners.
2. Civil Rights Act of 1964 (amended 1972, 1975, 1978) -
   Title VI bars discrimination under any federally assisted educational activity
   Title VII prohibits discrimination on the basis of sex in hiring, firing, promotions, working conditions, privileges and pay.
3. Educational Amendments of 1972 -
   Title IX prohibits specific policies, programs and practices which treat students differently on the basis of sex, addresses sex discrimination.
4. Educational Amendments of 1976 -
   Title II addresses sex discrimination, sex bias and sex sterotyping. Establishes a series of administrative and program requirements for state use of vocational education funds.
5. Family Education Rights and Privacy Act of 1974 - allows full access to student-learner records by parents of student-learners.
6. Federal Fair Labor Standards Act of 1938 - provides for legal employment conditions of student-learners and provides a listing of hazardous work orders.
7. Federal Revenue Act of 1978, as amended, (Targeted Jobs Tax Credit) - encourages employers to provide employment to targeted disadvantaged groups.
8. Vocational Education Act of 1976 - Educational Amendments of 1976 mandates that vocational education programs be established to reflect labor market need and student interest.
9. Vocational Rehabilitation Act of 1973, - Section 504 - bars discrimination in education against otherwise qualified handicapped persons.

There is a critical need to study in depth all federal legislation affecting cooperative education. Coordinators should refer to listed reference in this section for a more detailed account as to how various federal laws, rules and regulations affect the employment of student-learners.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 22

TASK: Inform training sponsors regarding federal laws related to vocational education and employment of minors.

ACHIEVEMENT INDICATORS: THE COORDINATOR

	YES	NO
1. Studied the federal laws, rules and regulations related to cooperative education	____	____
2. Informed training sponsors about federal laws, rules and regulations related to cooperative education	____	____
3. Encouraged training sponsors to comply with federal laws, rules and regulations regarding the employment of minors	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 1, 3, 4, 7, 22, 25, 54, 60
United States: 14

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	23

TASK: Inform training sponsors regarding State of Michigan laws related to vocational education and employment of minors.

NARRATIVE:

The cooperative education coordinator is responsible for informing training sponsors about State of Michigan laws, rules and regulations relating to cooperative education and employment of student-learners.

In addition to federal legislation, Michigan also has legislation which pertains to the employment of minors. An important consideration in planning and operating cooperative education programs in Michigan is a knowledge of the laws, rules and regulations which follow:

Legislation

1. Youth Employment Standards Act, Public Act 90 of 1978 - Establishes safety standards and legal employment conditions for minors employed in Michigan
2. Michigan Minimum Wage Act, 154 of the Public Acts of 1964 - Prohibits wage discrimination
3. Michigan Handicappers Civil Rights Act of 1976 - Prohibits discrimination because of handicap
4. Elliot Larsen Civil Rights Act of 1976 - Prohibits discrimination because of religion, race, color, national origin, sex
5. Michigan Payment of Wages Law, Act 390, Public Act of 1978 - Provides time and manner of payment of wages and fringe benefits
6. Bullard-Plawecki Employee Right to Know Act of 1978 - Permits employees to review personal records
7. Worker's Disability Compensation Act of 1969 - Provides for compensation if student-learners are injured
8. Unemployment Compensation - Provides for financial support if unemployed under specified conditions

Rules and Regulations

1. Mechanic Trainee Permit - Secretary of State - Allows a student-learner to perform motor vehicle repair work under a certified mechanic
2. Motor Vehicle Driving - Secretary of State - States restrictions on driving motor vehicles by minors 16-17 years of age in employment situations
3. Administrative Management of Nursing Homes - Department of Public Health - States that student-learners must have an intradermal test for tuberculosis at the beginning of employment and annually thereafter
4. Nursing Services in Nursing Homes - Department of Public Health - States that person employed in a nursing home to give nursing care shall not be less than 17 years of age, except that a student in an approved cooperative educational program may provide nursing care under supervision of a licensed nurse.

There is a need to study in depth State of Michigan legislation affecting cooperative education. Coordinators should refer to listed references in this section.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 23

TASK: Inform training sponsors regarding State of Michigan laws related to vocational education and employment of minors.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Studied State of Michigan laws, rules and regulations that related to cooperative education	____	____
2. Informed training sponsors about State of Michigan laws, rules and regulations related to cooperative education and the employment of minors	____	____
3. Encouraged training sponsors to comply with State of Michigan laws, rules and regulations	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
Michigan: 9, 11
References: 2, 14, 17, 22, 25, 52, 55, 65

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 24

TASK: Arrange training station work hours for student-learners.

NARRATIVE:

The training sponsor, student-learner and the coordinator must cooperatively determine a student-learner's work schedule. A specified number of working hours each week should be established for each cooperative education student-learner. According to State of Michigan General School Laws, required minimum work hours for a student-learner is an average of 15 hours/week. At one time many school personnel believed that a student-learner should not be expected to work earlier than the start of the school day nor later than 6:00 P.M. In recent years, however, work and store hours for firms, stores, and offices often have extended beyond 6:00 P.M. daily and also are open on weekends.

The on-the-job schedule for each student-learner should be arranged with consideration given to: (1) the student-learner's training needs to participate in a variety of business/industry operations when competent adult supervisory personnel are present, (2) the employer's staffing situation and the need for maintaining productivity; (3) the student-learner's need for rest and time for other responsibilities as a student, as an individual, and as a member of a family; (4) the legal employment conditions; and (5) the schedule for the cooperative education coordinator to observe student-learners on-the-job and to confer with the training sponsor. The school district through the coordinator has the responsibility for providing coordination and supervision services. Consultation with students, school administration, parents/guardians and employers is advisable to determine whether the school/work schedule is in the best interest of each student-learner and conducive to the student-learner's welfare. Special attention must be given to the work schedule to determine if it is in conformity with federal and state laws, rules and regulations. It is suggested that a record of hours worked be collected weekly and checked against the hours agreed upon by the training sponsor. This record of hours is maintained by the coordinator.

The school/work schedule is established when the training agreement is developed and should not be changed unless a consultation occurs between the training station sponsor, student-learner, coordinator and parents/guardians.

DUTY: Performing Coordination Activities	DUTY NO. C
	TASK NO. 24

TASK: Arrange training station work hours for student-learners.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Planned the minimum and maximum number of hours per week that the student-learner can work	____	____
2. Arranged for competent adult supervision for the student-learner	____	____
3. Considered student-learner's in-school responsibilities when planning the school/work schedule	____	____
4. Considered federal and state laws, rules and regulations when planning the school/ work schedule	____	____
5. Consulted with school administration, student-learners, parents/guardians and training sponsors when planning the school/work schedule	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 22, 58

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	25

TASK: Arrange school schedules with student-learners, faculty and training sponsors.

NARRATIVE:

The coordinator, student-learner, faculty and training sponsor are all involved in arranging school schedules for student-learners. Student-learner schedules should be developed after considering: (1) the hours when local employers can utilize the services of cooperative education student-learners, (2) the flexibility of the school's master schedule, (3) the availability of vocationally certified staff with adequate time for related vocational instruction, coordination, and supervision, (4) the availability of methods of transportation to assist student-learners to get from school to the training station, (5) the school's willingness to adjust or readjust student-learner schedules, if necessary, to accommodate individual student-learner interests and vocational education needs.

The following variation in scheduling practices has been used successfully by many school districts:

Released Time Scheduling: Student-learner schedules are arranged to permit early leaving for afternoon work or for late arrival from morning work. Required academic and vocational subjects are scheduled so that they can be taken during the time when student-learners are at school prior to leaving for work, or upon arriving at school following work. Although it is not essential that a student-learner be released from school for the on-the-job experience, it is highly desirable. Another alternative to this scheduling is when the student-learner takes a full instructional schedule in school with no released time for on-the-job experiences. The on-the-job experience is obtained before or after school hours. Through this alternative the student-learner receives credit for the on-the-job experience, but is not released from school. If this plan is utilized, although not encouraged, the school district must assume responsibility for coordination and supervision services beyond the normal school day.

Job Sharing Scheduling: This type of scheduling provides for two student-learners being scheduled for the same job. While one student-learner is working, the other is in school taking required academic and related vocational subjects. The cooperative education group should be large to effectively take advantage of this type of scheduling arrangement. The advantage of having two student-learners job sharing one job is that this provides a basis for continuity of learning and a feeling of full time responsibility to the employer.

Summer Scheduling: Because of the seasonal nature of certain kinds of employment, such as agriculture, natural resources, hospitality and recreation services, building trades, and other occupations, it may be desirable to schedule the on-the-job experience phase of cooperative education during the summer months. Academic and related vocational training is taken prior to the on-the-job experience phase of the program and is part of a continuing school year program. Supervision by a coordinator is essential. For additional information on summer scheduling consult the Michigan VTES for specific policies and procedures.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 25

TASK: Arrange school schedules with student-learners, faculty and training sponsors.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Determined the hours that local employers could utilize the services of cooperative education student-learners	____	____
2. Arranged student-learner school/work schedules with the school's master schedule	____	____
3. Examined possibilities of innovative school/work scheduling	____	____
4. Identified the availability of methods of transportation to assist student-learners in traveling from school to the training station	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:

Resources: 12, 22, 35

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	26

TASK: Maintain a student-learner cooperative education on-the-job file with specific records.

NARRATIVE:

The cooperative education coordinator is responsible for maintaining a student-learner on-the-job file. Keeping up-to-date student-learner records enables the cooperative education coordinator to monitor a student-learner's progress and determine student strengths and weaknesses. Records of periodic conferences can provide data and insights needed to effectively assist student-learners. Student-learners and parents/guardians should be allowed to review the on-the-job files. This right is especially important since Public Law 93-380, The Federal Family Educational Rights and Privacy Act, entitles parents/guardians and student-learners the right to review official school records.

Once devised, a filing system for the on-the-job student-learners file requires continual care. A coordinator must first devise a filing system and then periodically update, reorganize, add and discard materials as part of the maintenance of a filing system. Some of the specific records that the cooperative education coordinator will need to maintain in each student-learner on-the-job file are: the training agreement, training plan, student-learner enrollment forms and student-learner information. The training agreement needs to be maintained in a permanent location because it is a legal document and may be required for future reference regarding a student-learner (e.g. worker disability, minor employment, etc.).

Cooperative education on-the-job files must be maintained. It is suggested that a coordinator have an office that contains appropriate filing equipment.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 26

TASK: Maintain a student-learner cooperative education on-the-job file with specific records.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Maintained a student-learner on-the-job file	____	____
2. Devised and maintained a filing system	____	____
3. Organized student-learner information for quick retrieval	____	____
4. Compiled specific on-the-job records for each student-learner	____	____
5. Reviewed files so that unnecessary items were not being retained	____	____
6. Complied with Public Law 93-380 which entitles access to parents/guardians and student-learners to review official school records	____	____
7. Consulted federal, state and local school district personnel policies as to the information that can be kept in the student-learner file	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 38, 54, 56

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	27

TASK: Encourage student-learner attendance at school and at the training station.

NARRATIVE:

The cooperative education coordinator assists in encouraging the student-learner to attend school for academic and vocational purposes and to be present for work at the training station. Student-learner absence from the cooperative vocational education program is of major concern. Not only does the student-learner miss learning experiences in the classroom and on-the-job, but absence from the job may cause personnel problems for the training sponsor. Although the primary purpose of the student-learner's employment is learning, the student-learner is an employee of the firm. Therefore, the student-learner is depended upon by the training sponsor to be present for the job and to carry out assigned responsibilities during scheduled work hours. Frequent absence will naturally hinder student-learner progress and may also cause the cooperating employer to request a replacement or terminate the employment of the student-learner.

Each individual school system has a policy for handling student absenteeism. Some schools require that the student-learner bring a written justification from a parent/guardian in order to receive an excused absence. Other schools routinely make a telephone call to the parent/guardian whenever a student is not in school. When a student-learner is to be absent from the training station, however, it is the student-learner's responsibility to notify the training sponsor at the earliest possible time. This common courtesy should be required of student-learners just as it is required of regular employees. If notified in time, the training sponsor may be able to make arrangements for someone to substitute for the student-learner.

School policies need to be developed to cover absences from school and work. These policies need to be communicated to the student-learner, to the student-learner's parents/guardians and to the training station sponsor.

It is common practice for schools to adopt the policy that if a student-learner fails to attend school on a particular day, the student-learner is not allowed to work at the training station on the same day without special permission from school officials. Normally, this policy is outlined in the training agreement so that the student-learner knows what is expected at school and at the training station.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 27

TASK: Encourage student-learner attendance at school and at the training station.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Reviewed present school attendance policies	____	____
2. Established a written student-learner school/ work attendance policy	____	____
3. Communicated the policy to the student-learner, parents/guardians and training station sponsor	____	____
4. Discussed the importance of attending school and the training station with the student-learner	____	____
5. Discussed the student-learner's responsibilities when absent from school/work	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 13, 40

DUTY:	Performing Coordination Activities	DUTY NO.	C
		TASK NO.	28

TASK: Correlate content of in-school vocational instruction with training station learning experiences.

NARRATIVE:

The cooperative education coordinator is responsible for planning and conducting related vocational instruction designed to meet the on-the-job needs of student-learners.

As each student-learner is placed on-the-job, the coordinator, student-learner and training sponsor develop a detailed training plan to structure a student-learner's training experience. This plan for instruction should include a list of skills to be developed and tasks to be undertaken. Student-learner training plans should assist with what will be taught (content), when it will be taught (sequence), where it will be taught (learning location), and how it will be taught (methods, activities, resources) in the related class. By reviewing the training plans of all student-learners, the coordinator can identify needs which student-learners have in common (general related instruction), and needs unique to individual student-learners in an occupational area (specific related instruction). Topics for general and specific related instruction can also be identified by working with the vocational program advisory committee. Members of the program advisory committee can suggest skills and attitudes which are needed by workers in a specific occupation.

After the topics and the sources of materials have been identified, the coordinator needs to prepare a logical sequence for instruction. For example, assuming that the related vocational class meets every Monday through Friday for a 55 minute period each day, the time could be organized to devote one day per week to general related instruction, three days per week to specific related instruction and one day per week to vocational student organization activities. Although the example deals with one class period/day of related instruction, it is important to remember that an individual school district can devote more than one class period per day, or a "block-time" period when scheduling a student-learner's related instruction. The related vocational program, in all cases must be of sufficient duration to develop competencies necessary to prepare the student-learner for employment. Such training must occur on a continuous weekly basis.

Three additional suggestions for scheduling follow: (1) More time should be devoted to general instruction earlier in the year than specific related instruction; (2) Specific related instruction should be included as necessary continuously throughout the year; and (3) Scheduling should remain flexible to meet student-learner changing needs. The amount of time spent on each topic can be assessed by reviewing each student-learner's training plan.

DUTY:	Performing Coordination Activities	DUTY NO. C
		TASK NO. 28

TASK: Correlate content of in-school vocational instruction with training station learning experiences.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Reviewed the training plans of enrolled student-learners	____	____
2. Utilized advisory committee input for related class activities	____	____
3. Reviewed appropriate task analyses for related classroom and on-the-job activities	____	____
4. Utilized information obtained from the training sponsor on coordination visits for related classroom activities	____	____
5. Organized a student vocational organization	____	____
6. Reviewed reference sources for related instructional materials for vocational class/lab instruction	____	____
7. Utilized a variety of instructional aids in the vocational class/lab such as: a. Audiovisual kits b. Reading materials c. Industry magazines, training programs, etc.	____	____
8. Provided for: a. Large group instruction b. Small group instruction c. Individualized instruction	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 22, 43

DUTY:	Participating in Professional Development Activities	DUTY NO.	PD
		TASK NO.	1

TASK: Attend national, state and district professional development activities, meetings and seminars.

NARRATIVE:

The coordinator should attend national, state and district professional development activities, meetings, seminars and workshops. Because both teaching methodology and business/industry technology are constantly changing, keeping up-to-date with the five major duties of the coordinator (instruction, coordination, public relations, guidance and administration) is not an easy task. The conscientious coordinator who strives for professionalism must keep abreast of new happenings on a continuous basis to provide relevant learning experiences to the student-learner.

Attending workshops, meetings, seminars and participating in university/college sponsored courses allows the coordinator an opportunity to learn and to discuss new ideas with other professionals and leaders in the field of vocational education.

Many professional organizations sponsor district, state and national conferences and produce journals dealing with topics related to cooperative education. Please refer to the following, Professional Organization Journals and Publications, for a partial listing of professional organizations and journals dealing with cooperative education.

DUTY:	Participating in Professional Development Activities	DUTY NO. PD
		TASK NO. 1

TASK: Attend national, state and district professional development activities, meetings and seminars.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Attended district professional organization meetings related to cooperative education	____	____
2. Attended state professional organization meetings related to cooperative education	____	____
3. Attended national professional organization meetings related to cooperative education	____	____
4. Attended university/college sponsored classes related to cooperative education	____	____
5. Attended Department of Education Vocational-Technical Education Service workshops and seminars related to cooperative education	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

Professional Organizations Journals and Publications

RESOURCES:

References: 37

PROFESSIONAL ORGANIZATIONS JOURNALS AND PUBLICATIONS

PROFESSIONAL ORGANIZATIONS	DEPARTMENTS OR SUBDIVISIONS	JOURNALS
National Education Association (NEA) 1201 16th St., N.W. Washington, D.C. 20036	American Educational Research Association (AREA) American Industrial Arts Association (AIAA) Classroom Teacher Home Economics Vocational Education	*The Review of Educational Research* *Journal of Industrial Arts Education* *Todays Education* *The News Letter* *NEA News* *NEA Handbook* *NEA Journal* *Reporter*
American Vocational Association (AVA) 1510 H. St., N.W. Washington, D.C. 20005	Agricultural Education Business and Office Education Distributive Education Industrial Arts Education Trade and Industrial Education Guidance New and Related Services Health Occupations Technical Education	*American Vocational Journal* *Monthly Newsletter*
American Home Economics Association (AHEA) 2010 Massachusetts Ave., N.W. Washington, D.C. 20036	Art Family Economics/Home Management Family Relations/Child Development Food and Nutrition Housing, Furnishings and Equipment Institution Administration Textiles and Clothing	*Journal of Home Economics* *Home Economics Research Journal*
National Vocational Agricultural Teachers Association (NVATA) Box 4498 Lincoln, Nebr. 68504		*News and Views of NVATA*
American Federation of Teachers (AFT) Continental Building 1012 14th St., N.W. Washington, D.C. 20005		*American Teacher Magazine* *Changing Education*
American Personnel and Guidance Association (APGA) 1607 New Hampshire Ave., N.W. Washington, D.C. 20009	National Vocational Guidance Association (NVGA)	*The Personnel and Guidance Journal* *Vocational Guidance Quarterly* *Guidepost* *Measurement and Evaluation in Guidance* *School Counselor* *Counseling Values*

American School Health
Association (ASHA)
Kent, Ohio 44240

Journal of School Health
Directory of National Organization Concerned With School Health

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JOURNALS AND PERIODICALS

VOCATIONAL EDUCATION

Agricultural Education
Agriculture Education
Farm Journal
Journal of Farm Economics
Successful Farming

Business Office Education
Balance Sheet (free)
Business Education World (free)
Changing Times
Journal of Business Education
Rowe Budget (free)
Typewriting News (free)

Cooperative Education
Journal of Cooperative Education

Marketing and Distributive Education
Journal of Marketing
NADET News
Nation's Business
Marketing and Distributive Education Today
DECA Reporter

Industrial Education
Industrial and Commercial Training
Industrial Education
Journal of Industrial Teacher Education
Man/Society/Technology: A Journal of Industrial Arts Education
School Shop

Health Occupations Education
American Journal of Nursing
Health Occupations
Nursing Outlook
Nursing Research

Home Economics Education
Forecast
Home Economics Research Journal
Illinois Teacher
Journal of Home Economics
Tips and Topics
What's New in Home Economics

DUTY:	Participating in Professional Development Activities	DUTY NO.	PD
		TASK NO.	2

TASK: Keep current on technological changes in business and industry.

NARRATIVE:

The coordinator must keep abreast of technological changes in business and industry. Keeping current on technological changes in business and industry can be achieved by joining and attending business and civic group meetings. Business and civic groups in many communities offer opportunities for coordinator attendance at lectures and other educational activities. Topics relative to cooperative education or to an occupational area are often presented at these meetings.

Membership in business and civic organizations should be arranged so that the coordinator has adequate time for involvement and that membership can offer opportunities to actively participate in challenging and interesting activities, establishing good community relations, and keeping up-to-date in a vocational area. Coordinators should check local educational committees of business and civic groups for the possibility of free educational memberships. Membership in these business and civic organizations will allow the coordinator to actively participate in community affairs, and through this involvement help promote community interest in cooperative education.

Keeping informed is not an easy task for a coordinator. It is a continuous year long process that should never end. Please refer to the following, Community Organizations and Honorary Societies, for a partial listing of possible organizations and societies present in many communities.

DUTY:	Participating in Professional Development Activities	DUTY NO. PD
		TASK NO. 2

TASK: Keep current on technological changes in business and industry.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Attended a local presentation, workshop or conference, sponsored by a business or civic group	____	____
2. Read trade journals	____	____
3. Utilized materials from trade journals for instruction in the vocational education program	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Community Organizations and Honorary Societies

RESOURCES:
References: 37

COMMUNITY ORGANIZATIONS

Agricultural Education	American Farm Bureau Federation National Grange Farmers Educational and Cooperative Union of America
Distributive Education	National Restaurant Association Lions Club International Kiwanis Rotary State Association of Retail Merchants Sales and Marketing Executive Association
Health Occupations Education	State Nursing Association Area Health Planning Boards Hospital Administrators Association State Association of Nursing Homes
Home Economics Education	National Restaurant Association Early Childhood Education Council State Electrification Council State Extension Service
Business Office Education	Administrative Management Society National Secretary Association Business and Professional Women's Association
Trade and Industrial Education	Association of General Contractors of America American Welding Society Industrial Services Association, Inc. American Technology Society

HONORARY SOCIETIES

Education	Kappa Delta Pi	honorary society for men and women in education
	Delta Kappa Gamma	honorary society for women in education
	Phi Delta Kappa	professional, honorary and recognition fraternity for men and women in education
Agricultural Education	Alpha Tau Alpha	honorary agricultural education fraternity
	Alpha Zeta	honorary professional fraternity for all fields of agriculture
Home Economics	Phi Upsilon Omicron	professional and honorary fraternity for men and women in home economics
	Omicron Nu	honorary society for men and women in home economics
Industrial Arts Education	Epsilon Pi Tau	honorary fraternity for men and women in industrial arts education
Business Office Education and Distributive Education	Delta Pi Epsilon	professional fraternity for men and women in business and distributive education
Business Office Education	Pi Omega Pi	honorary society for men and women in business education

DUTY:	Participating in Professional Development Activities	DUTY NO.	PD
		TASK NO.	3

TASK: Participate in local and/or state professional cooperative education organizations.

NARRATIVE:

The coordinator should join and actively participate in (1) the American Vocational Association (AVA), (2) Michigan Occupational Education Association (MOEA), (3) the Michigan Vocational Coordinators Association (MVCA), and (4) affiliated organizations of MOEA that represent specialized interests of the coordinator.

Membership and participation in regional, state and national professional organizations will give the coordinator opportunities to: (1) participate in challenging and interesting activities, (2) develop professionally, (3) serve in a leadership role, (4) promote and support educational endeavors, and (5) develop skill, knowledge and understanding about labor laws, employability skills and topics related to cooperative education.

Professional organizations are designed to provide information to coordinators about (1) inservice activities (2) federal/state legislation (3) vocational funding and (4) labor laws. Most professional organizations also publish newsletters with working tips for coordinators. Please refer to the following, Michigan Occupational Education Association Membership Form, for information about joining the American Vocational Association (AVA) and Michigan professional organizations.

DUTY:	Participating in Professional Development Activities	DUTY NO. PD
		TASK NO. 3

TASK: Participate in local and/or state professional cooperative education organizations.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Joined and participated in regional professional associations	____	____
2. Joined and participated in state professional associations	____	____
3. Joined and participated in national professional associations	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Michigan Occupational Education Association Membership Form

RESOURCES:
References: 37

MOEA

MICHIGAN OCCUPATIONAL EDUCATION ASSOCIATION

1981 - 82 MEMBERSHIP FORM

Name_____
(Last) (First) (Initial)

Address_____
(Street)

_____
(City) (State) (Zip)

*You must join a minimum of one affiliate organization before joining MOEA.

Affiliate Organizations

MI Association of Marketing and Dist. Educ. Teachers	$ 5.00
MI Association of Teachers of Voc Agriculture	40.00
MI Council of Vocational Administrators	25.00
MI Food Service Teachers Group	5.00
MI Home Economics Educators	3.00
MI Health Occupation Educators	5.00
MI Occupational Deans Administrative Council	10.00
MI Occupational Special Needs Association	5.00
MI Occupational Teacher Education Association	2.00
MI Trade and Technical Educators	3.00
MI Vocational Coordinators Association	5.00
MI Vocational Curriculum Leaders	3.00
Ferris State Student Chapter	1.00
MI New and Related Occupational Areas	
Business and Office	3.00
Industrial Arts	3.00

In addition, you may join any of the following organizations.

MI Association of Guidance Personnel	3.00
MI Professional Development Association	3.00

SUB TOTAL_____

*You must select the appropriate MOEA membership.

MI Occupational Education Association (Regular)	5.00
MI Occupational Education Association (Undergraduate Student)	2.00
MI Occupational Education Association (Para-Professional)	2.00

SUB TOTAL_____

You are encouraged to select the appropriate AVA Membership.

American Vocational Association (Regular)	32.00
American Vocational Association (Undergraduate Student)	5.00

SUB TOTAL_____

GRAND TOTAL_____

MOEA and AVA membership year is for 12 months from date when your dues are received in the MOEA/AVA office. Please make checks payable to Michigan Occupational Education Association and send to Cheryl Kothe, MOEA Treasurer, 2820 Clyde Park, SW, Wyoming, MI 49509.

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	1

TASK: Assist student-learners with cooperative education program applications.

NARRATIVE:

The cooperative education coordinator often assists student-learners with cooperative education program applications. Assisting student-learners with cooperative education program applications involves the following: (1) informing student-learners about the cooperative education program, (2) helping student-learners gather information about themselves in order to determine if the cooperative education program matches their needs, (3) assessing student-learner skills and knowledge for participation in the cooperative education program.

Student-learners usually apply for the cooperative education program during early spring. Early or pre-enrollment allows the coordinator an opportunity to identify student-learners before school ends and assists the coordinator in identifying potential training stations that are based on student-learner expressed career interests.

Cooperative education programs offer student-learners unique learning and earning opportunities. The coordinator has the responsibility of serving student-learners that (1) can benefit from the cooperative education program and (2) are representative of the total student population.

Student-learner applications for cooperative education must be bias-free, non-discriminatory, and be designed to secure only necessary pre-employment information. The application should not be used to exclude or "screen" students from participation in the cooperative education program.

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 1

TASK: Assist student-learners with cooperative education program applications.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Assisted the student-learner in obtaining the necessary information and forms for completing cooperative education program applications	____	____
2. Assisted student-learners in completing class scheduling	____	____
3. Checked application for cooperative education for completeness	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Application For Cooperative Education Program

RESOURCES:
References: 25, 34, 51, 54

APPLICATION FOR COOPERATIVE EDUCATION PROGRAM

I am interested in:
_____Agriculture Coop
_____Business/Office Coop
_____Marketing/Dist. Ed. Coop
_____Undecided
_____Health Coop
_____Home Ec. Coop
_____Trade and Industry Coop
_____Other

Indicate the type of work you would like to obtain through cooperative education:

First Choice:_____ Second Choice:_____
If you are working now, where are you employed?_____
Type of work you perform on your job:_____
Would you consider employment which includes weekend work?____Yes ____No
Do you need any special services or assistance to allow you to participate in cooperative education? ____Yes ____No

Name_____High School_____Date_____
Street Address_____County_____City_____Zip_____
Phone_____Age*____Birth Date_____Grade____Soc. Sec. #_____
Drivers License #_____Is transportation available?_____
Name of parents/guardians_____
What is your present class schedule?

Hour	Subject	Teacher	Room	Hour	Subject	Teacher	Room
1.				5.			
2.				6.			
3.				7.			
4.				8.			

Please list all your work experience, starting with the most recent, whether you were paid or not.

Place of Employment	Type of Work	Dates

Skills acquired or courses taken that prepare you for potential placement in a cooperative training station

_____
_____
_____

Your comments:_____
_____

The cooperative education program affirms its commitment to carry out its civil rights obligation to eliminate discrimination and denial of services on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap.
*This item is used to solely to determine legal hours and conditions of employment for minors in accordance with federal and state laws, rules and regulations.

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 2

TASK: Conduct student-learner interviews for potential enrollees.

NARRATIVE:

The cooperative education coordinator is responsible for conducting student-learner pre-enrollment interviews. Conducting pre-enrollment interviews are an important part of the coordinator's role in assisting student-learners to grow and mature. It is suggested that student-learner pre-enrollment interviews be conducted in a private office setting.

Student-learner interviews are usually conducted in early spring. All students who are interested in cooperative education should be given the opportunity to interview for the program. The pre-enrollment interview helps to explain the program and allows students to determine if they would like to participate in the cooperative education program.

The interpersonal relationships established through a personal interview can provide the coordinator valuable insights and information. Specifically, the pre-enrollment interview assists the coordinator in determining whether the student has the necessary employability and vocational skills required for employment. The primary purposes of the pre-enrollment interview is to provide the coordinator with necessary information concerning the knowledge, attitudes, and skills of the student applicant required for job placement and should not be viewed or used as a screening device to exclude or deny benefits to students from participation in cooperative education.

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 2

TASK: Conduct student-learner interviews for potential enrollees.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Arranged appointments for student-learner pre-enrollment interviews	____	____
2. Reviewed pertinent student-learner data on skills acquisition before the pre-enrollment interview	____	____
3. Structured the pre-enrollment interview for the purpose of acquiring knowledge about occupational knowledge, skills and attitudes	____	____
4. Explained the cooperative education program during the pre-enrollment interview	____	____
5. Answered questions about school attendance policy and the required related vocational/lab class	____	____
6. Recorded comments on the Student-Learner Pre-Enrollment Interview by the Coordinator Form	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Student-Learner Pre-Enrollment Interview By the Coordinator Form

RESOURCES:
References: 49, 51

STUDENT-LEARNER PRE-ENROLLMENT INTERVIEW BY THE COORDINATOR FORM
(Attach this form to Application for Cooperative Education Program Form)

Student-learner applicant name_____

Date_____ Program Applying For:_____

Notes and Comments on the Pre-Enrollment Interview:

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	3

TASK: Consult with counselors, administrators and other teachers about student-learners entering cooperative education.

NARRATIVE:

The cooperative education coordinator is responsible for consulting with counselors, administrators and other teachers (academic, special education and vocational) about student-learners entering the cooperative education program. Cooperative education coordinators can do a more effective job of helping student-learners by working closely with administrators, other teachers and counselors. By conferring with other professionals, the coordinator can acquire additional information about student-learners, Information about a student-learner takes on greater significance if it is gathered from a variety of individuals involved with the student-learner, since each person involved may have different insights.

Since administrators, teachers and counselors may not have time during the regular work day to schedule conferences about students applying for cooperative education, it may be necessary to have informal luncheon meetings. Other suggestions for joint meetings between the coordinator and appropriate school officials could occur at the school before or after regular school hours.

It is important to involve as many school officials as possible in identifying methods to serve individual students enrolled in the cooperative education program.

DUTY:	Performing Guidance Activities	DUTY NO. G
		TASK NO. 3

TASK: Consult with counselors, administrators and other teachers about student-learners entering cooperative education.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Acquired information about the student applicant from other professional educators	____	____
2. Scheduled informal conferences between the coordinator and other school officials about the student applicant	____	____
3. Scheduled formal conferences between the coordinator and other school officials about the student applicant	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 36, 54

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	4

TASK: Orient student-learners to cooperative education policies and procedures.

NARRATIVE:

The cooperative education coordinator must inform student-learners about cooperative education policies and procedures. Information about cooperative education should be presented by the coordinator during the spring enrollment. An orientation to cooperative education policies and procedures provides an early opportunity for student-learners to acquire knowledge about future program expectations.

Specifically, an orientation to the cooperative education program should include: (1) skills to be taught in the vocational program, (2) beginning and ending dates of the training period, (3) average number of hours per week that the student-learner will be expected to work, (4) minimum and maximum hours to be worked per day and per week, (5) rate of pay the student-learner can be expected to receive, (6) conditions for increases in wages, (7) amount of school credit to be earned, (8) work and school schedules, (9) released time provisions provided for student-learners during normal school hours for on-the-job training, (10) student-learner expectations for participating in co-curricular activites such as vocational student organization activities, and extra-curricular activities such as sports teams, band, etc., that occur during working hours, (11) compliance with federal, state, and local labor laws, (12) name, address and telephone number of school and cooperative education coordinator.

Cooperative education policies and procedures can be communicated by the coordinator through an open house, brochures, pamphlets, radio spots, public address announcements, displays and media presentations.

DUTY:	Performing Guidance Activities	DUTY NO. G
		TASK NO. 4

TASK: Orient student-learners to cooperative education policies and procedures.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Presented cooperative education policies and procedures to student-learners	____	____
2. Planned for related in-school promotional activities to inform student-learners about cooperative education. For example:		
Open House	____	____
Brochures	____	____
Pamphlets	____	____
Radio Spots	____	____
Public address announcements	____	____
Displays	____	____
Media Presentations	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 22, 24, 34

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	5

TASK: Orient parents/guardians to cooperative education policies and procedures.

NARRATIVE:

The cooperative education coordinator must inform parents/guardians about cooperative education policies and procedures. The coordinator can inform parents/guardians about the policies and procedures of the cooperative education program at an open house where a media presentation could be given or through letters or brochures sent to parents/guardians during spring or at the beginning of the school year. Some coordinators make home visitations to explain cooperative educaton to parents/guardians.

Parents of student-learners participating in the cooperative education program will need to know program policies and procedures because: (1) student-learners will be released from the school building for part of the regular school day, (2) student-learners will be allowed a minimum and maximum number of hours of work in any one week period, (3) student-learners will be compensated by employers for hours worked, (4) student-learners will be required to enroll in related vocational class/labs to remain in vocational cooperative education and (5) student-learners will be expected to work at the training station for the specified training period which is usually the academic year.

DUTY:	Performing Guidance Activities	DUTY NO. G
		TASK NO. 5

TASK: Orient parents/guardians to cooperative education policies and procedures.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Informed parents/guardians about cooperative education policies and procedures	____	____
2. Planned related in-school activities (e.g. parent open house, letters, brochures, etc.)	____	____
3. Planned related out-of-school activities for parents, if necessary. (e.g. home visitations)	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 2, 24, 25, 34

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	6

TASK: Orient faculty to cooperative education policies and procedures.

NARRATIVE:

The cooperative education coordinator needs to inform faculty and staff about cooperative education policies and procedures.

The faculty and staff members need to be informed about cooperative education policies because: (1) student-learners will have special in-school schedules, (2) student-learners might have scheduling conflicts with co-curricular and extra-curricular activities because of cooperative education placement, (3) student-learners will often be released from school for on-the-job experiences.

Faculty and staff members must be informed about the unique nature of the cooperative education program. A successful cooperative education program will include: (1) regular academic instruction, (2) related vocational instruction, (3) placement at a training station, (4) a training agreement and a step-by-step training plan, (5) supervised on-the-job experiences, (6) school coordination services, (7) early release from school, and (8) the use of a program advisory committee.

The orientation of faculty and staff members to cooperative education policies and procedures is a continuous process and can be accomplished by the cooperative education coordinator through a variety of informational efforts such as internal staff memoranda, regular faculty/staff meetings, in-service sessions, program brochures and handouts.

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 6

TASK: Orient faculty to cooperative education policies and procedures.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Explained cooperative education policies and procedures to faculty/staff	____	____
2. Disseminated and distributed program information (e.g. brochures)	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:

References: 24, 34

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	7

TASK: Assist with student-learner personal adjustment.

NARRATIVE:

The cooperative education coordinator must periodically assess and assist with the personal adjustment of the student-learner. Because of the unique school-work relationship in cooperative education, assisting student-learners in the area of personal adjustment is an important part of the cooperative education coordinator's job. Since cooperative education coordinators usually have a lower student/teacher ratio they often can work on an individual basis with student-learners. Special education staff and special needs paraprofessionals can assist the cooperative education coordinator in dealing with special needs populations.

Many guidance activities grow out of a recognition that the student-learner needs special help in meeting a personal problem. The problem may involve the student-learner alone, or may involve the student-learner's relationships with others.

The cooperative education coordinator cannot expect student-learners to become mature, well-developed individuals if aspects of personal development are neglected. Through close daily contact with student-learners the cooperative education coordinator has an opportunity to identify and assist with developmental needs of the student-learner. Cooperative education coordinators who are sensitive, encouraging, warm, and honest are usually more successful in helping student-learners meet personal needs. The above mentioned qualities, combined with the ability to direct, instruct, and evaluate, can make the cooperative education coordinator both a supportive listener and a counselor in solving problems and making decisions.

All guidance activities which are designed to assist student-learners with personal problems should occur in an informal private setting where the atmosphere is supportive. The coordinator should not get involved with selected personal problems that can best be handled by a guidance counselor or a special support specialist. The coordinator must recognize his/her counseling limitations and when necessary refer student-learners to a counselor.

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 7

TASK: Assist with student-learner personal adjustment.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Encouraged student-learners to seek assistance with personal concerns	____	____
2.	Held frequent, informal conversations with student-learners	____	____
3.	Initiated formal conferences when appropriate	____	____
4.	Gathered relevant student background data	____	____
5.	Allocated adequate time for guidance activities	____	____
6.	Arranged for an appropriate physical setting	____	____
7.	Exhibited supportive behavior	____	____
8.	Gave the student-learner an opportunity to express concerns	____	____
9.	Helped the student-learner resolve personal problems	____	____
10.	Referred the student-learner, if necessary, to other appropriate professionals	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 24, 27, 49

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 8

TASK: Confer with student-learner on educational progress in school.

NARRATIVE:

The cooperative education coordinator must confer with student-learners regarding educational progress in school. Aiding student-learners with educational and vocational plans emphasizes the importance of helping student-learners acquire the necessary knowledge, skills, and attitudes needed for the world of work.

In order to help the student-learner gain an insight into the world of work, the cooperative education coordinator should first review previously gathered data, especially information indicating the student-learner's career interests and on-the-job experiences, interest inventories, aptitude and achievement tests. In addition, the cooperative education coordinator should locate up-to-date information concerning the educational and career opportunities related to the student-learner's vocational area and career interests. Career information can be obtained by utilizing the Michigan Occupational Information System (MOIS), which is often available in the guidance office, school library or career education resource center.

Many educational and career plans can be developed by conducting conferences. Conferences are an important part of the cooperative education coordinator's job. Career conferences help the student-learner to learn about an occupation and to grow and mature as an individual. Coordinator/student-learner conferences can assist the student-learner with (1) a school related problem such as improving study habits and attendance, or (2) a career plan which outlines the necessary steps to prepare for employment or further training.

The coordinator should assist student-learners in planning and solving their career and work related problems. An employment development plan (EDP) can often be developed for the student-learner by working jointly with the school guidance staff. Additionally, the coordinator should work with school counselors in assisting the student-learner with further educational plans after high school graduation.

All conferences should be recorded and the items and comments discussed should be placed in the student-learner's cooperative education file.

DUTY:	Performing Guidance Activities	DUTY NO. G
		TASK NO. 8

TASK: Confer with student-learner on educational progress in school.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Encouraged student-learners to discuss educational and career plans	____	____
2.	Held frequent, informal conversations with student-learners	____	____
3.	Initiated formal conferences when necessary	____	____
4.	Gathered relevant student-learner background data	____	____
5.	Identified and assembled appropriate career and educational information for use during a conference	____	____
6.	Allocated adequate time for a conference	____	____
7.	Arranged for an appropriate physical setting	____	____
8.	Exhibited supportive behavior	____	____
9.	Gave the student-learner an opportunity to express interests in educational and career plans	____	____
10.	Recorded information discussed at the interview	____	____
11.	Referred student-learners to career resource center materials and school guidance staff, when appropriate	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 5, 26, 49, 66

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	9

TASK: Analyze student-learner cumulative records for placement purposes.

NARRATIVE:

The cooperative education coordinator must analyze student-learner cumulative records for job placement purposes. An important responsibility and an interesting task for the cooperative educaton coordinator is placing a student-learner on-the-job. The coordinator must establish training stations which are matched to student-learner career interests and abilities. The challenge for the cooperative education coordinator is to establish the most effective learning situation for the student-learner to progress toward a career interest.

Access to student learner cumulative records should be obtained through the appropriate school administrator. All local district policies, practices and procedures related to school records must be followed. At all times consideration must be given to student-learner privacy when using the cumulative file. Only those records which directly relate to the placement process must be considered when reviewing a cumulative folder.

The cooperative education coordinator must analyze student-learner cumulative records to successfully match student-learners and training stations. The analysis must be accomplished before a student-learner is placed. An analysis of the cumulative file concerning successfully completed academic and vocational courses and acquired skills and competencies can be utilized to match a student-learner to a particular training station. The coordinator must be aware of what records and reports can be maintained for student-learners. Additionally, student rights, policies, procedures and coordinator responsibilities in analyzing student-learner cumulative records for placement purposes according to the Family Rights and Privacy Act must be understood and applied.

DUTY:	Performing Guidance Activities	DUTY NO. G
		TASK NO. 9

TASK: Analyze student-learner cumulative records for placement purposes.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Reviewed the student-learner's cumulative records	____	____
2.	Reviewed the student-learner's acquired skills and competencies that are necessary for job placement	____	____
3.	Reviewed the student-learner career interests prior to placement	____	____
4.	Matched the student-learner skills with training station employer needs as identified in the student-learner's cumulative file	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 31, 54

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 10

TASK: Assist student-learners with employment applications.

NARRATIVE:

The cooperative education coordinator often assists student-learners with employment applications. The application for employment gives a prospective employer a chance to identify information necessary to make a hiring decision about an applicant. In applying for a job, the application for employment is usually completed in the personnel office immediately prior to an interview. Sometimes arrangements can be made for some student-learners to complete the application for employment in the school setting. The accuracy and completeness of the application for employment may be the determining factor for a student-learner in obtaining a training station. A good method to help student-learners develop skills in completing application forms is to give large group instruction. Student-learners should be given copies of a variety of application forms and appropriate instruction for their completion. Special needs students can be assisted through individualized learning activities and could attempt to complete application forms on their own or with the help of special education or special needs personnel. The cooperative education coordinator may not be able to give student-learners a hard and fast rule for answering each question, but the cooperative education coordinator can familiarize the student-learner with the kinds of questions that will be asked, and give practice in reading directions and completing the application form.

Since neatness, accuracy and proper completion of an application for employment is important to the employer, it is the responsibility of the coordinator to identify printed and personal resources to assist students. Students should be provided with instruction of what types of employment inquiries are of an illegal or discriminatory nature.

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 10

TASK: Assist student-learners with employment applications.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Assisted the student-learner in completing job applications by indicating the need to: A. Write or print neatly B. Avoid erasures C. Spell words correctly D. Complete all sections	____	____
2. Prepared a list of information ususally asked on the application for employment	____	____
3. Guided the student-learner to read and follow directions carefully	____	____
4. Explained that each question on the application for employment should be answered and a (N/A) should be placed after questions which are not applicable to indicate that the item was not overlooked	____	____
5. Explained to the student-learner that advance consent should be obtained before utilizing references	____	____
6. Planned class/lab instruction for completing applications for employment	____	____
7. Utilized learning activities available through Michigan vocational education resource centers	____	____
8. Explained legal and illegal employment inquiries	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Pre-Employment Inquiry Guide

RESOURCES:
References: 15, 21, 28, 53, 64, 67

PRE-EMPLOYMENT INQUIRY GUIDE

SUBJECT	LAWFUL PRE-EMPLOYMENT INQUIRIES	UNLAWFUL PRE-EMPLOYMENT INQUIRIES
NAME:	Applicant's full name. Have you ever worked for this company under a different name? Is any additional information relative to a different name necessary to check work record? If yes, explain.	Original name of an applicant whose name has been changed by court order or otherwise. Applicant's maiden name.
ADDRESS OR DURATION OF RESIDENCE:	How long a resident of this state or city?	
BIRTHPLACE:		Birthplace of applicant. Birthplace of applicant's parents, spouse or other close relatives. Requirement that applicant submit birth certificate, naturalization or baptismal record.
AGE:	*Are you 18 years old or older?	How old are you? What is your date of birth?
RELIGION OR CREED:		Inquiry into an applicant's religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed. An applicant may not be told "This is a Catholic, (Protestant or Jewish) organization."
RACE OR COLOR:		Complexion or color of skin.
PHOTOGRAPH:		Requirement that an applicant for employment affix a photograph to an employment application form. Request an applicant, at his or her option, to submit a photograph. Requirement for photograph after interview but before hiring.
HEIGHT:		Inquiry regarding applicant's height.
WEIGHT:		Inquiry regarding applicant's weight.
MARITAL STATUS:		Requirement that an applicant provide any information regarding marital status or children. Are you single or married? Do you have any children? Is your spouse employed? What is your spouse's name?
SEX:		Mr., Miss or Mrs. or an inquiry regarding sex. Inquiry as to the ability to reproduce or advocacy of any form of birth control.
HEALTH:	Do you have any impairments, physical, mental, or medical which would interfere with your ability to do the job for which you have applied? Inquiry into contagious or communicable diseases which may endanger others. If there are any positions for which you should not be considered or job duties you cannot perform because of a physical or mental handicap, please explain.	Do you have a disability or handicap? Have you ever been treated for the following diseases? Do you use any adaptive device or aid? Requirement that women be given pelvic examinations.
CITIZENSHIP:	Are you a citizen of the United States? If not a citizen of the United States, does applicant intend to become a citizen of the United States? If you are not a United States citizen, have you the legal right to remain permanently in the United States? Do you intend to remain permanently in the United States?	Of what country are you a citizen? Whether an applicant is naturalized or a native-born citizen; the date when the applicant acquired citizenship. Requirement that an applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native born citizens of the United States; the date when such parent or spouse acquired citizenship.
NATIONAL ORIGIN:	Inquiry into language applicant speaks and writes fluently.	Inquiry into applicant's (a) lineage; (b) ancestry; (c) national origin; (d) descent; (e) parentage, or nationality. Nationality of applicant's parents or spouse. What is your mother tongue? Inquiry into how applicant acquired ability to read, write or speak a foreign language.
EDUCATION:	Inquiry into the academic vocational or professional education of an applicant and the public and private schools attended.	
EXPERIENCE:	Inquiry into work experience. Inquiry into countries applicant has visited.	
ARRESTS:	Have you ever been convicted of a crime? If so, when, where and nature of offense? Are there any felony charges pending against you?	Inquiry regarding arrests.
RELATIVES:	Names of applicant's relatives, other than a spouse, already employed by this company.	Address of any relative of applicant, other than address (within the United States) of applicant's father and mother, husband or wife and minor dependent children.
NOTICE IN CASE OF EMERGENCY:	Name and address of person to be notified in case of accident or emergency.	Name and address of nearest relative to be notified in case of accident or emergency.
MILITARY EXPERIENCE:	Inquiry into an applicant's military experience in the Armed Forces of the United States or in a State Militia. Inquiry into applicant's service in particular branch of United States Army, Navy, etc.	Inquiry into an applicant's general military experience.
ORGANIZATIONS:	Inquiry into the organizations of which an applicant is a member excluding organizations, the name or character of which indicates the race, color, religion, national origin or ancestry of its members.	List all clubs, societies and lodges to which you belong.
REFERENCES:	Who suggested that you apply for a position here?	

*This question may be asked only for the purpose of determining whether applicants are of legal age for employment.

INTRODUCTION

In accord with Section 206 of Public Act 453 of 1976, which is known as the Elliott-Larsen Civil Rights Act, an employer, labor organization, or employment agency shall not print, circulate, post, mail, or otherwise cause to be published a statement, advertisement, notice, or sign relating to employment by the employer, or relating to a classification or referral for employment by the labor organization, or relating to a classification or referral for employment by the employment agency, which indicates a preference, limitation, specification, or discrimination, based on religion, race, color, national origin, age, sex, height, weight or marital status.

Except as permitted by rules promulgated by the Michigan Civil Rights Commission or by applicable federal law, an employer or employment agency shall not:

(a) Make or use a written or oral inquiry or form of application that elicits or attempts to elicit information concerning the religion, race, color, national origin, age, sex, height, weight, or marital status of a prospective employee.

(b) Make or keep a record of information described above in subdivision (a) or to disclose that information.

(c) Make or use a written or oral inquiry or form of application that expresses a preference, limitation, specification, or discrimination based on religion, race, color, national origin, age, sex, height, weight or marital status of a prospective employee.

Section 206 of Public Act 220 of 1976, which is known as the Michigan Handicappers' Civil Rights Act, provides for similar protection for the handicapped if the specific handicap is unrelated to the individual's ability to perform the duties of a particular job or position. The Michigan Department of Civil Rights has developed a Pre-Employment Inquiry Guide to assist employers and employment agencies in complying with both Acts 220 and 453 in regard to pre-employment inquiries and securing certain data relating to job applicants. The Guide constitutes an interpretation of the Acts in this regard and is intended to aid in preventing practices which have a high potential for unlawful discrimination. Nothing in the guidelines or Acts prevents employers from hiring competent and reliable workers. The purpose of the Acts is not to interfere with an employer's right to hire qualified persons but to prevent those characteristics, which are not job-related, such as race, sex, marital status, et cetera, from influencing the selection process.

One of the most effective ways to ensure sound selection procedures and to avoid unlawful discrimination is for employers to carefully develop written, job-related position descriptions which outline the required skills and abilities for each position. Obviously, the purpose of a sound selection process is to obtain good employees who can meet specific work requirements and successfully perform the particular job duties. A person's race, sex, marital status, handicap, et cetera are not indicators of an individual's potential to be a good worker. Keeping in mind the specific job requirements and only the pertinent skills required to perform the particular job, employers may elicit adequate information on their employment applications which will aid in making a good selection. Employers can deprive themselves of valuable employees by stereotyping rather than judging applicants on an individual basis. In screening employment applicants, assumptions should not be made based on an applicant's identity or status. For example, it should not be assumed that because a woman has small children she will not be able to work odd hours. The issue is whether she can, in fact, work odd hours and not whether she has children. Therefore, the applicant should be asked directly whether she can work odd hours and not if she has children. It is essential that employers carefully examine the job-relatedness of all questions and develop different employment applications from different job groups. For example, more detailed information is needed about an applicant for a highly technical computer position than a person seeking a job as a laborer.

The following question areas normally constitute the core of the application:

1. Identification of the applicant (name, address and telephone).
2. Applicant's interests (which jobs, salary levels).
3. Summary of the applicant's background (education and training, work history, special qualifications and skills).

This is essential information and questions designed to elicit such information are basic to an employment application form. Beyond this basic information, employers must design questions to elicit job-related information which will be applicable and useful in meeting their needs. Obviously, questions which elicit information that may have an adverse impact on classes protected by civil rights legislation should be avoided.

The attached Pre-Employment Inquiry Guide includes certain informational items that are considered unlawful pre-employment inquiries, but may be needed for payroll and fringe benefit purposes (marital status, number of dependents, et cetera). This information should not be requested on the employment application but can be lawfully secured subsequent to hiring. It should have no bearing in the selection process.

In accord with Section 206 of both Acts 220 and 453 and Michigan Civil Rights Commission Rules, employers may be granted approval by the Commission to collect data needed to carry out approved affirmative action plans. This constitutes the granting of exceptions to collecting data prohibited by Acts 220 and 453. Employers may apply to the Michigan Civil Rights Commission, 1200 Sixth Street, Detroit 48226, and include a copy of the affirmative action plan. Employers may also apply to the Commission for exemptions on the basis that religion, national origin, age, height, weight or sex is a bona fide occupational qualification. However, there must be sufficient showing that an exemption is essential to the normal operation of the business based on business necessity.

The Pre-Employment Inquiry Guide can be used as an effective tool in minimizing the number of employment discrimination complaints, which benefits employers because of the financial savings of not having to defend such complaints. Employers who wish to have their employment applications reviewed may do so by forwarding a request and a copy of the application form to the Director of Enforcement, Michigan Department of Civil Rights, 1200 Sixth Street, Detroit 48226.

NOTE:

1. The Pre-Employment Inquiry Guide is based on the provisions of Public Acts 220 and 453 of 1976. Employers who are subject to Public Act 453 may apply to the Michigan Civil Rights Commission for an exemption on the basis that religion, national origin, age, height, weight or sex is a bona fide occupational qualification essential to the normal operation of the business or enterprise. Upon sufficient showing by the employer, the Commission may grant an exemption. An employer may have a bona fide occupational qualification on the basis of religion, national origin, sex, or marital status, height and weight without obtaining prior exemption from the Commission, provided that an employer who does not obtain an exemption shall have the burden of establishing that the qualification is reasonably necessary or essential to the normal operation of the business. In the absence of *business necessity*, a selection criterion should not be used if it has a disproportionately burdensome effect, or disparate impact, upon those of a particular race, color, national origin, sex, age, marital status, height, weight or the handicapped.

2. Exceptions to the list of unlawful questions are permitted by applicable federal law or by rules promulgated by the Michigan Civil Rights Commission, including rules relating to affirmative actions plans if approved by the Commission. Upon application to the Commission, employers may be permitted to make pre-employment inquiries prohibited by Public Acts 220 and 453 for purposes not inconsistent with the Constitution and Statutes.

3. It is unlawful to make or use a written or oral inquiry or form of application that elicits information concerning the handicap of a prospective employee for reasons contrary to the provisions or purposes of Act 220.

STATE OF MICHIGAN

MICHIGAN DEPARTMENT OF CIVIL RIGHTS

State of Michigan Plaza Building
1200 Sixth Avenue
Detroit, Michigan 48226

1200 Oneida Office Building
125 West Allegan Street
Lansing, Michigan 48913

PRE-EMPLOYMENT INQUIRY GUIDE

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 11

TASK: Assist student-learners in preparing for job interviews.

NARRATIVE:

The cooperative education coordinator must assist student-learners in preparing for job interviews. To assist student-learners in preparing for job interviews, the cooperative education coordinator must: (1) establish the purposes and uses of an interview, (2) specify how to arrange for an interview, (3) review how to prepare for an interview, (4) illustrate the behavior used during an interview, and (5) specify what follow-up activities should be accomplished after the interview.

There are a number of excellent techniques for helping student-learners practice and prepare for interview situations. The coordinator should provide student-learners with references on the subject and conduct classroom discussions. Innovative teaching techniques must be identified to reinforce the need for and importance of a successful interview. The school library, career education resource center, and the guidance and placement office usually have materials on job interviewing. By showing student-learners films or videotapes which demonstrate interview techniques, the student-learners can acquire skills in interviewing. Role-playing is an especially effective way to give student-learners practice in job interviewing. Student-learners can rotate playing the role of the applicant while the coordinator, guidance counselor, or another student-learner with a script plays the role of the interviewer. If possible, role-playing situations should be videotaped. Case study problems can also be useful in assisting student-learners to become acquainted with a wide range of interview situations. For example, student-learners could be given descriptions of how other student-learners reacted in an interview situation. By dealing with case study situations, student-learners can practice handling interview situations competently and develop self-confidence.

Instruction for job interviewing is a continuous process for the cooperative education coordinator. Specific units should be scheduled in preparatory vocational education programs or during the related vocational education class/laboratory.

Since the acquisition of employability skills is crucial to employment, it is suggested that employability skills be taught in academic and vocational education programs and reinforced in the related class.

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 11

TASK: Assist student-learners in preparing for job interviews.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Established the purposes and uses of an interview	____	____
2.	Specified to the student-learners how to arrange for an interview	____	____
3.	Reviewed with the student-learners how to prepare for an interview	____	____
4.	Illustrated the behavior to use during the interview	____	____
5.	Utilized different techniques for helping student-learners practice and prepare for interview situations	____	____
6.	Specified the follow-up activities which should be accomplished after the interview	____	____
7.	Planned for instruction that reinforced job interviewing skills during the school year	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 15, 28

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	12

TASK: Write letters of recommendation for student-learners and/or graduates.

NARRATIVE:

The cooperative education coordinator is often asked to write letters of recommendation for student-learners seeking part-time employment and for program completers seeking full time employment after graduation. Because the cooperative education coordinator is in an unique position to observe student-learner performance on-the-job, future employers often want to know the coordinator's opinion of a student-learner's abilities. It is important to remember that a letter of recommendation should reflect an honest opinion of the student-learner's skills, attitudes and abilities.

In a letter of recommendation, the cooperative education coordinator should provide the prospective employer with the following information about a student-learner or graduate: (1) personal characteristics such as punctuality, attitudes and reliability, (2) career interests, (3) future employment potential, (4) on-the-job experiences which the student-learner had through the cooperative education program, (5) strengths and weaknesses of the student-learner, and (6) skills and competencies acquired on-the-job and from the related vocational education program.

Student-learners should be given instruction on identifying personal and business references and encouraged to use the coordinator as a reference for future employment.

DUTY: Performing Guidance Activities	DUTY NO. G
	TASK NO. 12

TASK: Write letters of recommendation for student-learners and/or graduates.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Wrote a letter of recommendation that was:		
A. Well organized	____	____
B. Neatly typed	____	____
C. Free of errors	____	____
2. Wrote a letter of recommendation that contained:		
A. Personal characteristics such as punctuality, attitudes and reliability	____	____
B. Career interests of the student-learner	____	____
C. Future employment potential of the student-learner	____	____
D. On-the-job experiences which the student-learner had through the cooperative education program	____	____
E. Strengths and weaknesses of the student-learner	____	____
F. Skills and competencies acquired on-the-job and from the related vocational education program	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:	RESOURCES: References: 28

DUTY:	Performing Guidance Activities	DUTY NO.	G
		TASK NO.	13

TASK: Conduct home visitations and/or parental conferences regarding student-learners.

NARRATIVE:

The cooperative education coordinator is responsible for conducting parental conferences and home/farm visitations regarding student-learners. The parental conference and home/farm visitation are meetings between the cooperative education coordinator and parents/guardians that can identify facts about the student-learner's character, personality, background, abilities and interests. Prior to the home/farm visitation it is strongly suggested that an open house for parents/guardians be conducted in the fall of the year. Through an open house the cooperative education program can be explained to all concerned parties.

Although teacher and parent/guardian conferences are occasionally initiated by the parent, more frequently it is the cooperative education coordinator who requests the conference, schedules it, and does the necessary planning. When arranging for the conference, the cooperative education coordinator needs to identify the purpose of the conference, what information is being sought, and how to get the information needed.

A productive conference will help the cooperative education coordinator and parents/gurardians to acquire a better understanding of the student-learner. Some parents/guardians find satisfaction in assuming a very active role in student-learner education development while on the cooperative education program. Home/farm visits should be conducted on a planned, individual basis. The importance of parental/guardian involvement cannot be underestimated in the encouragement of the student-learner to succeed in school and on-the-job.

DUTY:	Performing Guidance Activities	DUTY NO. G
		TASK NO. 13

TASK: Conduct home visitations and/or parental conferences regarding student-learners.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Identified the student-learner's hobbies, interests, and abilities	____	____
2. Recognized the student-learner's home and job responsibilities	____	____
3. Determined how the parents/guardians can assist the student-learner	____	____
4. Planned topics to be covered in the conference	____	____
5. Listened attentively to parents/guardians	____	____
6. Explained the objectives of the cooperative education program to parents/guardians	____	____
7. Encouraged parent/guardian involvement in student-learner attendance at school and on-the-job	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 27, 36

DUTY: Performing Administration Activities	DUTY NO. A
	TASK NO. 1

TASK: Conduct an annual follow-up study on cooperative education student-learners.

NARRATIVE:

The cooperative education coordinator can assist with the annual vocational follow-up survey required by the Vocational-Technical Education Service. In addition, a coordinator should conduct a separate follow-up study for cooperative education enrollees.

A separate follow-up on cooperative education students should be conducted to: (1) determine the number and kinds of employment which former cooperative education student-learners entered locally and regionally on a part-time or full-time basis, (2) learn the extent to which former cooperative education student-learners have made use of their cooperative education training, (3) discover the extent of occupational mobility among former students, (4) obtain information from former student-learners as to the adequacy of training, (5) determine how the school could be of further assistance to the former student-learners relative to counseling, training and/or placement, (6) ascertain why some former student-learners dropped out before completing training, (7) discover the extent to which former student-learners are taking advantage of available post-secondary and adult occupational training opportunities, and (8) determine the occupational difficulties encountered by former student-learners, (9) compile a report for the local board of education related to the economic impact of the cooperative education program to the community.

Whether the state of Michigan follow-up survey or a separate follow-up survey for cooperative education student-learners is conducted, a coordinator can encourage student-learners to respond to the survey honestly and completely so that the data can be used to improve educational programs within the district.

The annual statewide follow-up survey is completed approximately nine (9) months after graduation. However, a local follow-up study can be conducted at the end of the school year, so that results can be shared quickly with school officials and the data obtained can be used to support the cooperative education program for the following school year.

DUTY:	Performing Administration Activities	DUTY NO. A
		TASK NO. 1

TASK: Conduct an annual follow-up study on cooperative education student-learners.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Assisted with the State of Michigan annual vocational follow up survey	____	____
2. Developed a plan for conducting a separate cooperative education student-learner follow up study		
A. Secured the support and approval of appropriate administrative officials to conduct the survey	____	____
B. Considered the following factors in developing the local follow-up survey:		
1. Kind of data needed	____	____
2. Amount of data to be obtained	____	____
3. Sources of data	____	____
4. Amount of time available	____	____
5. Amount of money available	____	____
C. Stated the objectives of the follow-up survey	____	____
D. Identified the classes of former student-learners to be studied	____	____
E. Designed a mailing pattern which included:		
1. Cover letters	____	____
2. Questionnaires and return envelopes	____	____
3. Follow-up letter	____	____
4. Thank-you reminder cards	____	____
5. Appropriate timing	____	____
F. Summarized, interpreted and reported the data	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Follow-Up Survey of Former Students

RESOURCES:
References: 29

Michigan Department of Education

SCHOOL DISTRICT LABEL

FOLLOW-UP SURVEY OF FORMER STUDENTS

We are writing you, as a former high school student, to ask your help in improving some of the courses you took in school. By answering a few questions about what you are doing now and giving us your opinions, you can help us plan to make the courses better for students in the future.

The courses we are writing you about are those that you took in "vocational education" in order to get ready for a job after high school. The courses you took might have been in auto mechanics, office work, marketing and selling, agricultural production, welding and cutting, data processing, child care, small engine repair, electronics, food management, cosmetology, or one of many others possible.

Please take a few minutes to answer the questions and mail back your answers and opinions. We're counting on your help.

Thank you very much.

Please answer the questions by putting an "x" in the box next to the answer of YOUR CHOICE or by filling in the blank.

1. Are you now attending a school or college, or enrolled in a training program, or working as an apprentice?
(Check ONLY ONE.)

Yes 15 [1] No 15 [2]

If you answered "yes", please go on to Question 2 below.

2. In your major area of study (or training), how much do you use the vocational training you received in your high school or area vocational education center?
(Check ONLY ONE.)

16 [1] A lot
[2] Some
[3] Hardly any
[4] None

3. Check the type of school or program you are now attending.
(Check ONLY ONE.)

17 [1] High school
[2] 1-year college vocational-technical program
[3] 2-year college vocational-technical program
[4] 2-year college liberal arts program
[5] 4-year college or university
[6] Business or trade school
[7] Apprentice Program
[8] Other _____

4. If you are working for pay, about how many HOURS PER WEEK do you work? Write the number of hours per week in the box.

19 [ ]

If you are working for pay, please go to Question 5 below.

5. On your present job, how much do you use the vocational training you received in your high school or area vocational education center? (Check ONLY ONE.)

20 [1] A lot
[2] Some
[3] Hardly any
[4] None

6. Overall, how satisfied are you with your present job? (Check ONLY ONE.)

21 [1] Very satisfied
[2] Somewhat satisfied
[3] Not very satisfied
[4] Not at all satisfied

7. On my present job I am paid about

22 $ _____ per hour.

8.

Please fill in the name of the company where you work		
Company's Street Address		
City	State	Zip Code
Please fill in the name of your job		
Please list the three most important things you do on your job 1.	26	LEAVE BLANK
2.	31	
3.		
Please fill in the name of your job supervisor		

9. The high school job training that you and other former students received usually gets good ratings when we ask supervisors. We may need to ask your supervisor about the training you received in high school. Is that OK with you?

Yes 36 [1] Please fill in your supervisor's work phone number ( ) _____
Area Code

No [2]

10. Are you looking for a job?
(Check ONLY ONE.)

Yes 37 [1] No [2]

11. Are you in the military service?
(Check ONLY ONE.)

Yes 38 [1] No [2]

12. Are you a homemaker?
(Check ONLY ONE.)

Yes 39 [1] No [2]

13. What is your sex? 40 [1] Male
[2] Female

14. Please identify yourself as a member of one of the groups of people listed below.
(Check ONLY ONE.)

41 [1] American Indian or Alaskan Native
[2] Asian or Pacific Islander
[3] Black, not of Hispanic Origin
[4] Hispanic
[5] White, not of Hispanic Origin

15. COMMENTS

Please make any comments and/or suggestions you believe are needed to improve some of the courses you took or services you received while in high school. Also, add any general comments or suggestions you have about your school experience.

(SCHOOL USE ONLY)

1. Yes 42 [1] C 43 [1] or L 43 [2]

No 42 [2]

2. Yes 44 [1] No 44 [2] 3. Co-op Yes 45 [1] No 45 [2]

4. Yes 46 [1] H 47 [1] or LEP 48 [1] or D 49 [1]
No [2]

5. Yes 50 [1] H 51 [1] or LEP 51 [2] or D 51 [3]
No 50 [2]

6. OE 52 [ ][ ].[ ][ ][ ][ ] 7. PSN 58 [ ][ ][ ][ ][ ][ ]

Name of Program _____

8. If an AREA CENTER or SHARED TIME program, report respondent's home district identification. 63 CEPD [ ] CODE [ ][ ][ ][ ]

9. Telephone 70 [1] Mail 70 [2]

DUTY:	Performing Administration Activities	DUTY NO.	A
		TASK NO.	2

TASK: Consult with the local Michigan Employment Security Commission (MESC) for the purpose of identifying placement opportunities for cooperative education student-learners.

NARRATIVE:

The cooperative education coordinator can often identify student placement opportunities through the local Michigan Employment Security Commission Office. Therefore, it is important that the cooperative education coordinator have a positive working relationship with youth placement specialists at local MESC offices.

The cooperative education coordinator should make initial contact with MESC youth placement specialists before the school year begins and continuously confer with these employment specialists throughout the year. By establishing a contact with the MESC youth placement specialists the school coordinator can often identify needed part-time training opportunities for the cooperative education program. Additionally, MESC personnel can assist the cooperative education student-learner with full-time placement after graduation.

MESC can provide many services to the coordinators of cooperative education programs. Some of these services are: (1) employability skills brochures, (2) counseling and testing services, (3) guest speakers, and (4) information about employment opportunities. The coordinator should not underestimate the employment related services that can be provided by the local MESC office. It is suggested that coordinators develop positive working relationships with MESC personnel.

DUTY:	Performing Administration Activities	DUTY NO. A
		TASK NO. 2

TASK: Consult with the local Michigan Employment Security Commission (MESC) for the purpose of identifying placement opportunities for cooperative education student-learners.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Contacted the local Michigan Employment Security Commission Office to identify job opportunities for student-learners	____	____
2. Identified the individual in charge of student employment at the Michigan Employment Security Commission	____	____
3. Contacted potential training stations identified by the local Michigan Employment Security Commission Office	____	____
4. Recruited training stations identified through the local Michigan Employment Security Commission Office	____	____
6. Utilized the employment related services at the Michigan Employment Security Commission Office (counseling, testing, brochures, etc.)	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 53, 64, 67

DUTY: Performing Administration Activities	DUTY NO. A
	TASK NO. 3

TASK: Cooperate with school area placement personnel.

NARRATIVE:

The cooperative education coordinator must work cooperatively with area placement personnel throughout the year. Cooperation between area placement personnel and cooperative education coordinators can provide: (1) part-time and full-time job placements, (2) a coordinated placement effort among local firms in the community, (3) a sharing of personnel and material resources.

A school based placement office can also serve as a central clearinghouse for employment information and as a vital link for providing job placement services to the entire school population. Cooperative education coordinators and school placement personnel must coordinate their efforts to insure that employment opportunities are made available to local students.

DUTY: Performing Administration Activities	DUTY NO. A
	TASK NO. 3

TASK: Cooperate with school area placement personnel.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Provided information about job openings, identified through school placement personnel, to student-learners	____	____
2. Assisted the school based placement office in developing contacts with employers	____	____
3. Assisted school area placement personnel in providing instruction on employability skills	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 16

DUTY: Performing Administration Activities	DUTY NO. A
	TASK NO. 4

TASK: Participate on vocational education advisory committees.

NARRATIVE:

A program advisory committee provides for two-way communication between the cooperative education coordinator and representatives from the employment community.

The cooperative education coordinator should participate on one or more program advisory committees. All vocational programs are required by the Federal Vocational Education Amendments of 1976 to have advisory committees. Advisory committees can be organized by program, district or geographical area.

An advisory committee can assist the coordinator by: (1) identifying goals and objectives for the cooperative education program, (2) reviewing the instructional program, (3) determining expected program outcomes, (4) assisting in placement and, (5) furnishing supplies and equipment to the program.

Meetings of the program advisory committee can be classified as annual, regular or special. The annual meeting is the first meeting of the advisory committee each year, ususally in September. At the annual meeting the advisory committee prepares for the year's work: officers are elected; last year's accomplishments are reviewed; a plan of work for the current year is adopted; and the dates, times, and places of the regular meetings are established for the remainder of the year. Regular meetings are designed to carry out the annual program of work. The number of regular meetings may vary according to need, but as a general rule the advisory committee should convene at least three times during the year--once every three months. Special meetings of an advisory committee are generally called when an unanticipated need arises, or when the members deem it necessary to meet more frequently than originally planned in order to complete the program of work. Special meetings should be called only when a real need exists. Since advisory committee members are unpaid volunteers, meetings should be scheduled during lunch or other times most convenient to the members.

DUTY: Performing Administration Activities	DUTY NO. A
	TASK NO. 4

TASK: Participate on vocational education advisory committees.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Guided the committee in developing and adopting a set of operating procedures	____	____
2.	Guided the committee in selecting a chairperson and other officers	____	____
3.	Provided background information on vocational program objectives and activities to the advisory committee	____	____
4.	Assisted the advisory committee in planning the annual program of work	____	____
5.	Assisted the committee in identifying a plan of work	____	____
6.	Mailed notices, agendas and necessary materials to members in advance of the meetings	____	____
7.	Met with the chairperson before each meeting to help plan the agenda	____	____
8.	Arranged to have school facilities (room, file space, refreshments, duplication services, supplies, etc.) available for committee meetings	____	____
9.	Acted as a consultant to committee members	____	____
10.	Maintained close communication between the advisory committee and the school administration	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 8, 39, 41

DUTY:	Performing Public Relations Activities	DUTY NO.	PR
		TASK NO.	1

TASK: Inform civic and business groups about cooperative education.

NARRATIVE:

The cooperative education coordinator should inform local civic and business groups about cooperative education. The cooperative education coordinator should pursue opportunities to speak before civic and business groups about the plan, purpose, and benefits of the cooperative education program.

Good publicity is a vital part of any vocational education program. The cooperative education coordinator can make use of positive public relations to inform the public about the cooperative education program. An effective approach for cooperative education program promotion is a presentation before business and civic groups. Such a presentation can provide the community with an understanding of the benefits of cooperative education.

A verbal and/or mediated presentation on cooperative education allows the public to obtain information, ask questions, and introduces the coordinator to the community. From the presentation, the cooperative education coordinator can obtain a variety of ideas that are useful in strengthening or modifying the cooperative education program. However, the cooperative education coordinator must be careful about the number and type of engagements accepted. The coordinator should use discretion when accepting requests and try to determine the relevance and value of the presentation to the audience and to the cooperative education program.

The cooperative education coordinator is often asked to make presentations before: (1) parent/guardian organizations, (2) civic organizations such as the Lions, Elks, Optimists, Kiwanis, and (3) professional, business and trade associations such as the Chamber of Commerce, Michigan Retailers Association, Professional Secretaries International, etc.

DUTY:	Performing Public Relations Activities	DUTY NO. PR
		TASK NO. 1

TASK: Inform civic and business groups about cooperative education.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Selected and planned a presentation for a particular audience	____	____
2. Checked out all audiovisual equipment in advance of the presentation	____	____
3. Selected examples and illustrations that supported cooperative education	____	____
4. Spoke clearly and distinctly	____	____
5. Maintained an attractive and professional appearance	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 50

DUTY: Performing Public Relations Activities	DUTY NO. PR
	TASK NO. 2

TASK: Implement a program for training sponsor orientation and development.

NARRATIVE:

The effectiveness of a cooperative education program depends on maximizing learning opportunities in business and industry which are not readily available in the school setting. The quality of the on-the-job instruction received by the student-learner has a direct bearing on: (1) the student-learner's ability to perform job tasks, (2) the student-learner's attitude toward the job and the training sponsor, (3) the willingness of the employer to continue to provide a training station, (4) the relevancy of in-school learning to on-the-job experiences, (5) the student-learner's ability to secure and maintain employment after graduation. Often employers and training sponsors are not experienced in teaching methodology. However, training sponsors are accustomed to giving directions and/or supervising employees. The cooperative education coordinator must be prepared to assist training sponsors and other training station personnel in providing on-the-job instruction to the student-learner.

Initially the cooperative education coordinator should set up a conference to meet with the training sponsor. During this conference the cooperative education coordinator should acquaint the training sponsor with the cooperative education program, by emphasizing the training status of the student-learner. It is important to stress the importance of following the training plan and training agreement when working with the student-learner.

In future conferences, the cooperative education coordinator should meet with the training sponsor to reinforce the following responsibilities: (1) working cooperatively with the cooperative education coordinator, (2) staying informed as to what related vocational instruction is being provided in the classroom/laboratory, (3) teaching specific job skills and technical information, (4) providing the student-learner with "learn-by-doing" experiences, (5) emphasizing to the student-learner the need for such qualities as responsibility and dependability, and (6) helping the student-learner develop a mature attitude toward employment, and (7) following the training agreement and training plan.

In subsequent visits to the training stations, the cooperative education coordinator will have additional opportunities to develop the training sponsor's training ability. Throughout these meetings the cooperative education coordinator should offer information and work with the training sponsor in providing the student-learner on-the-job instruction.

DUTY:	Performing Public Relations Activities	DUTY NO. PR
		TASK NO. 2

TASK: Implement a program for training sponsor orientation and development.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Arranged conferences to ensure that training sponsors and other involved employees are familiar with the objectives of the cooperative education program	✓	
2. Involved the employer in orienting the training sponsors and other involved employees about training responsibilities in cooperative education	____	____
3. Explained to each training sponsor what the responsibilities were, including:		
A. Responsibilities to the student-learner	____	____
B. Responsibilities involving the cooperative education coordinator	____	____
C. Responsibilities to the cooperative education program	____	____
4. During the student-learner's training period:		
A. Involved each training sponsor in developing the training agreement and training plan for the student-learner	____	____
B. Helped each training sponsor develop or obtain needed instructional materials	____	____
C. Interpreted school policies for the training sponsors	____	____
D. Suggested possible training experiences to the training sponsors, if needed	____	____
E. Provided assistance to each training sponsor based on individual needs	____	____
F. Provided each training sponsor with needed information concerning the content being covered in related instruction	____	____
G. Provided each training sponsor with recognition for accomplishments and contributions	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 25, 33, 60

DUTY:	Performing Public Relations Activities	DUTY NO.	PR
		TASK NO.	3

TASK: Inform student groups about cooperative education.

NARRATIVE:

The cooperative education coordinator must inform student groups about cooperative education. Student-learners may assist the coordinator in the performance of this task.

It is imperative to inform students about cooperative education because information (1) recruits potential student-learners by showing the advantages involving the cooperative education program, (2) introduces students to job opportunities involved in the cooperative education program, (3) explains goals and objectives about the cooperative education program.

The cooperative education coordinator may utilize different methods to inform student groups about cooperative education. A partial listing of the ways to inform student groups about cooperative education follows: (1) a classroom presentation to junior high or high school students by the cooperative education coordinator, (2) a classroom presentation to junior high or high school students by student-learners, (3) a cooperative education display of posters, drawings or photographs, (4) a slide-tape presentation about cooperative education, (5) articles about cooperative education in the school newspaper, (6) a job interview skit during an assembly.

News releases, district newsletters, personal letters to parents/guardians, posters, bulletin boards, exhibits, brochures, pamphlets, radio spots and flyers all can be utilized in informing student groups about cooperative education. Through a wide variety of public relations techniques, the coordinator can reinforce positive attitudes toward cooperative education.

DUTY: Performing Public Relations Activities	DUTY NO. PR
	TASK NO. 3

TASK: Inform student groups about cooperative education.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Planned and implemented a classroom presentation to junior high/high school students on cooperative education	____	____
2. Constructed and displayed posters, drawings, photographs on cooperative education	____	____
3. Planned and presented a slide-tape production on cooperative education	____	____
4. Wrote, submitted and published articles about cooperative education for the school and local newspapers	____	____
5. Planned and conducted a job interview skit before student groups	____	____

CRITERIA:

Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:	RESOURCES:

DUTY:	Performing Public Relations Activities	DUTY NO.	PR
		TASK NO.	4

TASK: Use promotional brochures to inform school and community about cooperative education.

NARRATIVE:

The cooperative education coordinator is responsible for informing the school and community about cooperative education. One of the primary methods is the promotional brochure. A brochure (flyer, leaflet or pamphlet) is an unbound paper publication, usually printed on a single sheet which may be folded or unfolded. A brochure carries a single message with a limited scope and has a specific purpose.

A brochure is an efficient and effective device for telling the cooperative education story. It takes a relatively small budget to produce, but is timely and informative with a small and simple format.

The brochure must be developed well in advance of the cooperative education program year. It becomes a valuable recruitment aid for the cooperative education coordinator in recruiting training sponsors and student-learners.

The success of a cooperative education program depends to a considerable extent on how well its purposes and activities are communicated to the people who potentially could support it. The cooperative education coordinator, therefore, must develop skills in communicating and interpreting the program to the public. Public support for cooperative education can come from many different groups in the community. Each group has its own special interests, needs and attitudes toward education. To take advantage of this potential support, cooperative education coordinators should use a variety of techniques to publicize their programs in a way that will capture the public's interest, create and sustain favorable attitudes and motivate the public to act in support of cooperative education.

DUTY:	Performing Public Relations Activities	DUTY NO. PR
		TASK NO. 4

TASK: Use promotional brochures to inform school and community about cooperative education.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

		YES	NO
1.	Established the needs and purposes of the brochure	____	____
2.	Identified the target audience	____	____
3.	Identified and secured available funds	____	____
4.	Involved teachers, school administrators, staff and community in the planning of the brochure	____	____
5.	Developed and followed a production sequence	____	____
6.	Used other school specialists to improve the content, appearance and technical quality of the brochure	____	____
7.	Consulted a printer or graphics art instructor about production processes and requirements	____	____
8.	Made arrangements with competent artists for the preparation of illustrations or clip art	____	____
9.	Prepared a visual layout	____	____
10.	Wrote the text at a level appropriate to the intended audience	____	____
11.	Included accurate non-biased and non-discriminatory information	____	____
12.	Eliminated grammatical and technical errors	____	____
13.	Used a layout design which was attractive in appearance and appropriate to the purpose	____	____
14.	Chose illustrations that helped to tell the cooperative education story	____	____
15.	Used color to advantage in increasing the impact of the brochure	____	____
16.	Used printing processes which produced a final product of quality	____	____
17.	Held final costs within the project budget	____	____
18.	Completed and distributed the brochure on schedule	____	____
19.	Distributed the brochure to the audience for which it was intended	____	____
20.	Sent copies of the brochure to professional agencies and associations and developed a file for future planning	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Advantages To The Student-Learner....
Co-op Is.....A Student

RESOURCES:
References: 28

ADVANTAGES TO THE STUDENT-LEARNER

...Develops abilities to work as a team member

...Supplies the incentive to learn and apply what is learned

...Develops self-dependence, self-esteem, confidence

...Acquires appreciation for the roles of the worker and employer

...Prepares for full-time employment

...Acquires experience to make a career choice

...Permits earning while learning

...Provides credits for graduation

ADVANTAGES TO THE EMPLOYER

...Provides skilled learners with positive work attitudes

...Encourages positive public relations with the educational community

...Provides a constant source of part-time trained employees

...Provides a source of experienced full-time help following high school graduation

...Provides a low cost training program

...Provides employees who quickly learn established employer practices

ADVANTAGES TO THE SCHOOL AND COORDINATOR

...Provides related learning experiences for the classroom/laboratory

...Provides opportunities to work with the employer in determining a training plan

...Provides opportunities to be knowledgeable about technological developments

...Provides up-to-date facilities and equipment

...Provides opportunities to improve full-time placement

...Provides opportunities to acquire financial contributions

...Provides utilization of the school building and community resources

CO-OP IS.....A STUDENT
Enrolled in a vocational program

+

....A JOB Related to the vocational program
....Minimum of 15 hours per week

=

....COOPERATIVE TRAINING
A vocational program
Supervised training on-the-job
Coordination between the job and the vocational program

Co-op provides students with a career interest and the opportunity to become part-time employees. The following vocational programs are available to students in cooperative education:

- Agriculture
- Business & Office Education
- Health Occupations
- Home Economics Wage Earning
- Marketing & Distributive Education
- Trade & Industry

THE EMPLOYER

AGREES TO EMPLOY A STUDENT FOR ONE SCHOOL YEAR

Cooperates with the coordinator in:

...Wages and hours the student will work
...A written training plan
...A written training agreement
...Periodic evaluation of student progress

THE COOPERATIVE EDUCATION STUDENT

Enrolls in the cooperative education program at the high school level

Identifies a career interest

Attends school part-time and receives supervised on-the-job experience under actual working conditions

Maintains an excellent attendance record in school and on-the-job

Accepts constructive criticism as an aid to learning

Works in harmony with other employees

Communicates with the employer and coordinator for a good working relationship

FOR MORE INFORMATION ABOUT CO-OP EDUCATION, CONTACT:

DUTY:	Performing Public Relations Activities	DUTY NO.	PR
		TASK NO.	5

TASK: Prepare in-school displays relating to cooperative education.

NARRATIVE:

The coordinator should plan and prepare cooperative education displays. Student-learners can suggest a theme, gather materials and construct the actual display on cooperative education.

There are several advantages for utilizing a promotional display. These advantages follow: (1) a display can present an idea or promote a point of view in a short time frame, (2) a display that uses student work or live action can impart information and create interest.

Coordinators need to gain and maintain support for cooperative education programs by informing the school population about cooperative education activities. One effective way to accomplish the dissemination of information about cooperative education is by preparing in-school displays. In preparing a promotional display, the coordinator must make a number of choices, such as the audience to be served, the phase of the cooperative education program to be featured, and the promotional approach to be utilized.

Displays may be created throughout the entire cooperative education program year. There are a number of basic themes that are of continuing concern to students. Several themes that interest students are: (1) cooperative education student of the week/month, (2) benefits of cooperative education to students, (3) benefits of cooperative education to employers, (4) benefits of cooperative education to the school, (5) benefits of cooperative education to the community, and (6) accomplishments of vocational student organizations relating to cooperative education.

The display may be placed in the student commons or a heavy traffic area within the school. Since participation in the cooperative education program is elective on the part of students, the coordinator must continuosly and actively support the program through promotional activities throughout the year.

DUTY:	Performing Public Relations Activities	DUTY NO. PR
		TASK NO. 5

TASK: Prepare in-school displays relating to cooperative education.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Arranged with school administration for the installation of a display on cooperative education	____	____
2. Selected an appropriate theme for cooperative education displays	____	____
3. Involved student-learners in:		
A. Selecting a theme		
B. Gathering and constructing materials for the display		
C. Building the display	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:

RESOURCES:
References: 42

DUTY: Performing Public Relations Activities	DUTY NO. PR
	TASK NO. 6

TASK: Prepare news releases on cooperative education activities.

NARRATIVE:

The cooperative education coordinator should work jointly with the student-learner in preparing news releases about the cooperative education program. By preparing news releases the coordinator can inform the public about cooperative education advantages.

It is necessary to sell the public with a well-conceived, well-presented story and then continue to sell them periodically by merchandising the selling points of cooperative education. This process requires the coordinator to prepare a calendar of events for newspaper publicity. Student-learners in cooperative education can participate in planning and developing news releases and a publicity calendar.

News releases can be prepared for a variety of cooperative education activities. Some of these activities follow:

(1) business/industry donations to cooperative education
(2) field trips to training stations
(3) employer-employee recognition activities
(4) accomplishments of student-learners
(5) appointment of a new cooperative education coordinator
(6) career day program
(7) recently developed vocational programs
(8) guest speakers
(9) vocational student organization recognition
(10) cooperative education advisory committee meetings.

Cooperative education activities may be submitted to: local newspapers, school newspapers and shopping guides. The daily newspaper provides the coordinator an avenue for quick releases of news. One of the best chances of getting news printed will be in a local weekly newspaper or advertising shopper. School newspapers offer the coordinator the opportunity to reach students. The coordinator or student-learner should take advantage of this medium and make contact with the school newspaper editor to establish a continuing column on cooperative education.

The coordinator should utilize the Cooperative Education Activity News Release Guide and construct a news release on the Press Release Form.

DUTY: Performing Public Relations Activities	DUTY NO. PR
	TASK NO. 6

TASK: Prepare news releases on cooperative education activities.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Established contact with a news outlet	____	____
2. Followed school district policies on news releases	____	____
3. Followed the Cooperative Education Activity News Release Guide in preparing the news release	____	____
4. Prepared the news release on the Press Release Form	____	____
5. Initiated follow-up action to determine what the editor decided about the news release	____	____
6. Sent copies of the news release to advisory committee, parents/guardians, school personnel	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Cooperative Education Activity News Release Guide

RESOURCES:
References: 44, 58

COOPERATIVE EDUCATION ACTIVITY NEWS RELEASE GUIDE

1. Get the who, what, when, where and why of the cooperative education activity in the first sentence or two. These first sentences are called the "lead." A good lead captures attention. After the lead has been developed, begin the details of the story. Each succeeding paragraph should be of less importance.
2. Use short words.
3. Use short paragraphs.
4. Two sentences make a good paragraph.
5. Use a standard letterhead-type format for the news release.
6. Use school address and telephone number.
7. Use exact dates in a news release: October 10, rather than next Friday.
8. Eliminate adjectives in the news releases.
9. Type news releases.
10. Type news releases on 8½ by 11" paper.
11. Don't send carbon copies to the newspaper editor.
12. Don't use onion skin or tissue-weight paper for news releases.
13. Be sure to keep a copy of the news releases.
14. Leave 1½" margins.
15. Type double spaced or triple spaced on one side of the paper only.
16. Indent each paragraph at least five typewritten spaces.
17. If the story must run more than one page, write MORE at the bottom of each page except the last.
18. Always end each page with a complete sentence or paragraph.
19. End news releases with the symbol ##########.
20. Deliver or mail every release so it arrives in advance of the deadline.

FROM:

SCHOOL:

ADDRESS:

TELE. NO:

COORDINATOR:

SUBJECT	RELEASE DATE

DUTY:	Performing Public Relations Activities	DUTY NO.	PR
		TASK NO.	7

TASK: Plan and conduct an annual employer-employee recognition activity.

NARRATIVE:

The coordinator should work with student-learners in planning and conducting an annual recognition activity for training sponsors. The types of employer-employee appreciation activities may range from informal breakfasts to formal banquets.

Employer-employee appreciation activities are sponsored for the following purposes: (1) to provide an opportunity for student-learners to express sincere appreciation to training sponsors; (2) to develop a more friendly relationship between training sponsors and student-learners by helping them to become acquainted socially; (3) to provide an opportunity for every student-learner to participate in the planning and execution of the various phases of such an event--to learn by doing; (4) to develop an understanding by training sponsors of the cooperative vocational education program; (5) to demonstrate the ability of the vocational student-learners to plan and organize a major event; (6) to provide student-learners with an experience in correct social behavior and the opportunity to develop social intelligence; (7) to provide widespread publicity leading to a public understanding of the cooperative education program; and (8) to impress upon school administrators and training sponsors the importance of the vocational cooperative education program.

Although employer-employee appreciation activities can be held at any time during the year, most cooperative education coordinators prefer to hold these activities in the spring. The advantages of holding an employer-employee activity in the spring follows: (1) allows more time for planning the event, (2) serves as a year end activity for the student-learner, (3) recognizes outstanding student-learners in the cooperative education program, (4) recognizes vocational student organization award winners, (5) allows more time to raise funds for the appreciation activity, and (6) develops positive public relations for the coming school year.

It is suggested that the coordinator follow the Sequence of Activities in Conducting a Successful Employer-Employee Appreciation Event.

DUTY: Performing Public Relations Activities	DUTY NO. PR
	TASK NO. 7

TASK: Plan and conduct an annual employer-employee recognition activity.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Assisted student-learners in identifying and discussing the purposes of the event	____	____
2. Assisted student-learners in identifying how the appreciation activity would be funded	____	____
3. Ensured that all student-learners were involved in planning and conducting the event	____	____
4. Ensured that administrative approval of the event was obtained	____	____
5. Developed a checklist of sequential activities to guide student-learners in planning and conducting the event	____	____
6. Prepared student-learners for the event through:		
A. Classroom instruction		
B. Rehearsal sessions	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Sequence of Activities in Conducting a Successful Employer-Employee Appreciation Event

RESOURCES:
References: 22, 48

SEQUENCE OF ACTIVITIES IN CONDUCTING A SUCCESSFUL EMPLOYER-EMPLOYEE APPRECIATION EVENT

- ___ Hold a general meeting of the class or student vocational organization to discuss the purpose, date, and place.
- ___ Select committee members and chairpersons.
- ___ Obtain school approval of activity and date.
- ___ Arrange for a suitable place.
- ___ Meet with committee chairpersons and youth organization officers.
- ___ Select guest speaker and confirm date and time.
- ___ Plan menu—consult with caterer or those to prepare the meal.
- ___ Get approximate cost figures.
- ___ Prepare guest list.
- ___ Send invitations.
- ___ Develop bulletin board display or posters to remind students.
- ___ Plan entertainment.
- ___ Plan decorations.
- ___ Include those accepting invitations on reservation list.
- ___ Notify caterer of number of people attending the event.
- ___ Prepare place cards and name tags.
- ___ Make a seating chart.
- ___ Prepare program for printing.
- ___ Rehearse program.
- ___ Instruct classes in etiquette of clothes, table manners, introductions.
- ___ Students rehearse introductions.
- ___ Arrange for pictures and prepare news write-ups.
- ___ Rehearse program at site of event.
- ___ Decorate the room for the event.
- ___ Hold event.
- ___ Clean up.
- ___ Make payment for meal.
- ___ Write thank-you letters.
- ___ Hold evaluation sessions.
- ___ File committee reports.

DUTY:	Performing Public Relations Activities	DUTY NO.	PR
		TASK NO.	8

TASK: Make annual reports on cooperative education student-learners.

NARRATIVE:

For regular state aid membership and vocational education funding, the local school district must maintain accurate attendance records and reports on cooperative education enrollees in a permanent location. In addition, all school districts are required to conduct annual follow-up surveys on vocational education graduates. The coordinator can assist the school district in follow-up surveys by providing home and/or work addresses and telephone numbers of cooperative education student-learners. The coordinator can also assist by compiling appropriate information required by the Vocational-Technical Education Service (VTES) for the Vocational Education Data System (VEDS).

In addition, some districts require separate annual reports on cooperative education. The coordinator, if asked, must be prepared to make a separate annual report to school administration and board of education members by maintaining accurate records on the cooperative education program.

While it is not required, it is suggested that the coordinator complete a separate annual report that highlights the activities of the cooperative education program for local school administrators. A sample report, the Annual Cooperative Education Report, follows.

DUTY:	Performing Public Relations Activities	DUTY NO. PR
		TASK NO. 8

TASK: Make annual reports on cooperative education student-learners.

ACHIEVEMENT INDICATORS: THE COORDINATOR:

	YES	NO
1. Assisted with the required State of Michigan reports:		
A. Annual follow-up Survey B. Vocational Education Data System Report (VEDS)	____	____
2. Posted and maintained accurate records (attendance, training agreement, wage/hourly reports)	____	____
3. Completed local annual reports, if required	____	____

CRITERIA:
Competence in this task will be recognized when the achievement indicators are performed satisfactorily according to the coordinator's supervisor.

FORMS REQUIRED:
Annual Cooperative Education Report

RESOURCES:
References: 19

Annual Cooperative Education Report

Program_____ School_____ Period from _____ to _____
(Mo., Day, Year) (Mo., Day, Year)

Name of Student	Sex	Grade	Type of Training	Name of Training Station	Average Hrs Worked This Month	Average Hrs Worked To Date	Average Pay per Period	Amount Earned This Month	Amount Earned To Date

VOCATIONAL COOPERATIVE EDUCATION

Definition

"The term 'cooperative education' means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program." (P.L. 94-482)

Responsibilities of School District

The local school district must meet all the Federal requirements of P.L. 94-482, Section 122; 45 CFR 104.531 through 104.533 and the State of Michigan Statutes and General School Laws listed below:

A. IT IS A PROGRAM OF VOCATIONAL EDUCATION.

"Vocational program" means laboratory, simulation or instruction based upon individually designed learning experiences in a vocational subject preparing the student for competencies required in a recognized occupation coded in accordance with the most recent vocational education listing of programs by the United States Department of Education.

B. THERE IS A WRITTEN AGREEMENT BETWEEN THE SCHOOL AND EMPLOYERS.

The Youth Employment Standards Act (P.A. 90 of 1978) governs the legal employment of minors in Michigan. In section 18 of the Act, a provision is made to allow a written agreement, or contract, to be entered into between an employer and the board of education of the school district, in which the minor is enrolled. This written agreement exempts a student from obtaining a work permit and allows the student to be legally employed in Michigan. The employment, however, shall not be in violation of a Federal Statute or regulation and a signed copy of the agreement shall be on file in the place of employment before a minor begins employment. The training agreement, in cooperative education, is the legal written agreement developed cooperatively between the employer, teacher-coordinator, student, and parent and outlines the responsibilities of the employer and student to the program and establishes the legal conditions of the student-learner's employment.

C. THERE IS INSTRUCTION (INCLUDING REQUIRED ACADEMIC INSTRUCTION) IN SCHOOL RELATED TO THE JOB IN ANY OCCUPATIONAL AREA.

The program is of sufficient duration to develop competencies necessary to prepare the learner for employment. It provides a coordinated instructional program combining supervised part-time employment and

classroom instruction related to the learner's job. Related vocational instruction for cooperative education enrollees shall be scheduled weekly.

D. THE ALTERNATION OF STUDY AND WORK ARE PLANNED AND SUPERVISED BY THE SCHOOL AND EMPLOYER IN ORDER TO FURTHER THE STUDENT'S EDUCATION AND EMPLOYABILITY.

The student-learner shall be employed for an average of not less than 15 hours per week during the effective time of the individual's program. The school shall have the responsibility of providing coordination and supervision services during such time.

E. STUDENTS ARE EMPLOYED AND COMPENSATED IN CONFORMITY WITH FEDERAL, STATE AND LOCAL LAWS.

The program provides cooperative on-the-job training that (1) employs and compensates student-learners in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain, and (2) is conducted in accordance with written training agreements between local education agencies and employers.

References

Individuals requiring additional information pertaining to cooperative education principles and practices are asked to consult the Michigan Department of Education, Vocational-Technical Education Service, developed Cooperative Education Handbook available in September of 1981.

VOCATIONAL WORK-STUDY

Definition and Purpose

The vocational work-study program is for those students who are in need of earnings from employment in order to commence or continue their vocational education programs.

Administration

The work-study program shall be administered by local educational agencies and made available, to the extent of available funds, to all qualified youth, in the area served by such agencies, who meet requirements.

Eligible Students

Employment under the work-study program shall be furnished only to a student who (a) has been accepted for enrollment or, if already enrolled, is in good standing and in full time attendance as a full-time student in a vocational education program which meets the standards of the state board and of the local educational agency and the requirements of the state plan, (b) is in need of the earnings from such employment to commence or continue a vocational education program, and (c) is at least 15 years of age and less than 21 years of age at the date of commencement of employment and is capable in the opinion of the appropriate school authorities of maintaining good standing in a school program while employed under the work-study program.

Limitation of Hours and Compensation of Employment

No student shall be employed under a vocational work-study program for more than 20 hours in any week in which classes in which the student is enrolled are in session. Summer employment shall not exceed 40 hours per week.

Employers

Employment under work-study programs shall be for the local educational agency or for some other public agency or institution, federal, state, or local and work so performed shall be adequately supervised and coordinated and shall not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a federal agency or institution, the written arrangement between the local educational agency and the federal agency or institution shall state that students so employed are not federal employees for any purpose.

Amounts Spent for Employment

In each fiscal year during which the work-study program remains in effect, the local educational agency shall expend for employment of its students an amount in state and/or local funds that is not less than the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding in which the supplementary plan provisons for its work study program are approved.

Applications, Priorities, and Approval

Work-study programs shall be approved on an individual basis by the state board and shall be consistent with the policies and procedures set forth.

Applications by Local Educational Agencies

Local educational agencies shall submit project proposals to the state board staff for approval in a manner similar to other vocational education programs.

Priority of Projects

Work-study programs will be provided, insofar as financial resources are available, for the undertaking of such programs in the order determined by the application of criteria for determining relative priority of projects which shall include preference for local educational agencies serving communities having substantial numbers of dropouts and unemployed youths and may include other relevant factors such as the extent to which the local educational agencies are using guidance and counseling and other related services designed to achieve the purposes of the work-study program.

WORK EXPERIENCE

PAID WORK EXPERIENCE

Definition

Paid work experience programs are school-sponsored and supervised employment programs. Students are allowed to earn academic credit while employed in the community. The employment serves as a means of acquiring desirable work habits and attitudes towards the world of work. The employment is not necessarily related to a student's career interest and enrollment in a related vocational education program is not required.

Objectives

Paid work experience programs are designed to provide students an opportunity to:

1. Foster positive attitudes about work, school and society
2. Promote an understanding in the dignity of work
3. Develop a student's ability to understand and function in an employer-employee relationship
4. Earn wages to remain in school
5. Experience an alternative to the traditional school program

Guidelines

1. Written work agreements should be completed between the employer, student, parent and school
2. Written work agreements should be completed in conformance to all Federal, State and local laws, rules and regulations; including non-discrimination against any student because of race, color, sex, national origin or ancestry. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals
3. Related academic instruction, where possible, should be provided
4. A school work experience coordinator should be provided to serve as a liaison between the student, employee, parents and school officials
5. Academic credit should be awarded for participation in the program

Funding

The Michigan Department of Education, the Vocational-Technical Education Service does not fund paid work experience programs.

UNPAID WORK EXPERIENCE

Definition

Unpaid work experience is a school sponsored and supervised instructional technique used in vocational education programs in which students are placed with an employer for a limited time and are not compensated during the duration of the experience.

Objectives

Unpaid work experience programs are designed to provide students with an opportunity to:

1. Receive on-site exposure to various businesses and industries while participating in a related vocational education program
2. Develop a realistic understanding of the relationship between education and the world of work
3. Enhance a positive self-image
4. Assist in the selection of occupational choices
5. Expand learning opportunities by using community resources

Guidelines

1. The training, even though it includes actual operation of the facilities of the participating employer is similar to that given in a vocational school
2. The training is for the benefit of the trainee
3. The trainee does not displace a regular employee, but does work under a regular employee's close observation
4. The participating employer does not derive an immediate advantage from the activities of the trainee
5. The trainee is not necessarily entitled to a job at the conclusion of the training period
6. The trainee is not entitled to wages for the time spent in the training
7. The training is for not more than 45 hours with a participating employer during each school semester
8. The training is conducted under a written work experience training agreement between the school district and the participating employer

Funding

The Michigan Department of Education, the Vocational-Technical Education Service does not fund unpaid work experience but considers it to be an allowable instructional activity under a given vocational education program.

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM
(W.E.C.E.P.)

I. Definition

The Work Experience and Career Exploration Program (W.E.C.E.P.) is a school-supervised and administered program that includes part-time work as an integral part of an educational program aimed at motivating 14 and 15 year-old youth toward education and preparing them for the world of work.

II. Program Objectives

There are several objectives of a W.E.C.E.P. program:

A. To provide a career-oriented educational program for dropout prone youth to become oriented and motivated toward education and the world of work.

B. To increase the desire to learn and improve educational performance.

C. To develop a greater degree of self-confidence, responsibility and aid in the maturation process of the student participants.

D. To provide student participants with on-the-job learning experiences that are in harmony with their interests, needs and objectives.

E. To improve school adjustment of student participants for whom the traditional curriculum is found to be inadequate.

F. To promote personal and social adjustment of the student participants and establish emotional stability through a feeling of being engaged in worthwhile activity.

III. Instructional Content

W.E.C.E.P. programs are planned so as to include part-time work supervised by employers and school personnel, as an integrated part of the enrollee's educational program. Students receive work experience on jobs permitted or approved under Federal or State laws. Students are in class with a W.E.C.E.P. teacher-coordinator for job-related and occupational safety, including needed individualized or remedial instruction. Students also receive a minimum of 20 hours of instruction on the Michigan Occupational Information System (MOIS) and a minimum of 30 hours of employability skills instruction. The students' employment is under the supervision of W.E.C.E.P. teacher-coordinators and employers. Students receive all State required courses necessary for graduation. The W.E.C.E.P. program is planned so that the students' individual academic achievement potential is recognized.

IV. Program Organization

The Vocational-Technical Education Service, Michigan Department of Education requires that W.E.C.E.P. programs in local districts meet the following criteria:

A. Eligibility. Any student aged 14 or 15 years, whom authoritative local school personnel identify as being able to benefit from the program, shall be eligible to participate.

B. Credits. Students shall receive school credits for both in-school related instruction and on-the-job experience.

C. Size. Each program unit shall consist of 12 to 25 students to one W.E.C.E.P. teacher-coordinator.

D. Instructional Schedule. W.E.C.E.P. students will spend a minimum of four periods daily in classroom instruction including one period of 180 hours of instruction devoted to job-related and employability skill instruction, safety and career exploration. Each student will have a minimum of 20 hours of career exploration utilizing the Michigan Occupational Information System (MOIS) and have a minimum of 30 hours of instruction in employability skills training. The employability skills training will equal or exceed the employability skills performance objectives adopted, as part of Michigan Vocational-Technical Service programs. Each local district submitting a letter of application to operate a W.E.C.E.P. program will furnish to the Vocational-Technical Education Service a course outline for the related class.

E. W.E.C.E.P. Teacher-Coordinator. Each program unit shall be under the supervision of a school official to be designated for the purpose of the program as a W.E.C.E.P. teacher-coordinator, who shall generally supervise the program and coordinate the work and education aspects of the program and make regularly scheduled visits to the work stations.

F. Written W.E.C.E.P. Training Agreement. No student shall participate in the program until there has been made a written E.E.C.E.P. training agreement signed by the W.E.C.E.P. teacher-coordinator, the employer and the student. The agreement shall also be signed or otherwise consented to by the student's parent or guardian. The W.E.C.E.P. training agreement will detail job tasks and related in-school instruction. A sample W.E.C.E.P. training agreement will be submitted annually by the local district to the Vocational-Technical Education Service.

G. Provision for Health and Well-Being. Employment under W.E.C.E.P. will not interfere with the schooling of the minors or with their health and well-being.

H. Records and Reports. The names and addresses of each school and the names and addresses of each employer enrolling work experience and career exploration program students and the number of enrollees in each unit shall be kept at the Vocational-Technical Education Service's office. A copy of the written W.E.C.E.P. training agreement for each student participating in the program shall be kept in the local educational office. The records required (for this paragraph) shall be kept for a period of three years from the date of enrollment in the program and shall be made available for inspection or transcription to the representatives of the Administrator of the Wage and Hour Division. Each school district operating a W.E.C.E.P. program shall submit an annual evaluative report by June 30th, which details the results of the W.E.C.E.P. program in terms of attendance and tardiness patterns, grade point average trends and dropout statistics of the enrollees. Based on a favorable state agency evaluation, a local district will be approved on an annual basis to operate a W.E.C.E.P. program. Under no circumstances can a local district operate a W.E.C.E.P. program without first obtaining written state agency approval for the program.

I. Approved Occupations. Employment of minors enrolled in a W.E.C.E.P. program approved pursuant to the requirements of this section shall be permitted in all occupations except the following:

1. Manufacturing and mining.

2. Occupations declared to be hazardous for the employment of minors between 16 and 18 years of age in Subpart E of Part 570 Child Labor Regulations, Orders and Statements of Interpretation of the Federal Fair Labor Standards Act, and occupations in agriculture declared to be hazardous for employment of minors below the age of 16 in Subpart E-1 of this part.

3. Occupations other than those permitted under sections 570.33 and 570.34 except upon approval of a variation in individual cases or classes of cases by the Administrator of the Wage and Hour Division after notice to interested persons and opportunity to be heard.

Employment of minors enrolled in a W.E.C.E.P. program approved pursuant to the requirements of this section shall be confined to not more than 23 hours in any week when school is in session and not more than three hours in any day when school is in session, any portion of which may be during school hours.

Employment of W.E.C.E.P. participants must not have the effect of displacing a worker in the establishment of the employer. Participants in W.E.C.E.P. must be paid according to the statutory minimum wage provision of the Fair Labor Standards Act.

V. Approval of Local Programs

Local school districts desiring approval to operate a W.E.C.E.P. program must submit an annual letter of application by June 30th to the

Michigan Department of Education
Vocational-Technical Education Service
Secondary Unit
Box 30009
Lansing, MI 48909
(517) 373-3365

GLOSSARY

Advisory Committee. A group of persons usually selected from outside the field of education because of their knowledge and expertise in certain areas to advise educators on vocational programs.

Agribusiness and Agricultural Production. A summary of groups of instructional programs that prepare individuals to apply scientific knowledge and methods, and technical skills in support of agribusiness and agricultural activities concerned with the production and propagation of crops and animals, supplies and services, mechanics, products processing and marketing, and horticulture.

Allied Health. A summary of groups of instructional programs that prepare individuals to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to patients in health care facilities, the home, and the community.

Business and Office Education. A summary of groups of instructional programs that prepare individuals for a variety of activities in planning, organizing, directing, and controlling all business office systems and procedures. Includes instruction in preparing, transcribing, systematizing, and preserving written communications and records; preparing and analyzing financial records; collecting accounts and receiving and disbursing money; gathering, processing and distributing information and mail; operating office machines and electronic data processing equipment; storing, distributing, and accounting for inventories of materials; operating telephone switchboards and delivering messages; and performing other business office duties.

Career Development. A lifelong process involving a series of experiences, decisions, and interactions, which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

Career Education. The total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Career Interest. The student's decision to pursue a job description or cluster within a vocational education program area.

Consumer and Homemaking Home Economics. A group of instructional programs that prepare individuals at all educational levels for the occupation of homemaking, emphasizing the acquisition of knowledge and the development of understanding attitudes, standards, values, and skills relevant to individual and family life, includes instruction in housing and home management (including resource management), and clothing and textiles; that emphasize the improvement of home, the quality of individual and family life, and enhance potential employability. These programs prepare individuals for the multiple roles of homemaker and wage earner.

Cooperative Vocational Education. An instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction.

Coordination. The process of integrating into a harmonious relationship the administrative, organizational and instructional activities of the vocational program and directing them toward a common purpose. Coordination involves a range of activities. In addition, to the prime activity of coordinating instruction in the school and at the training station, coordination may also include, but is not limited to, student recruitment and orientation, survey of employers, organization and work with advisory committee, parent consultation, evaluation (follow-up), report writing, and sponsorship of vocational student organizations.

Coordinator. A member of a local school staff who teaches occupational and related subject content to students preparing for employment and coordinates the efforts of all helpful agencies which can assist in a training program designed to meet the needs of learners in a cooperative vocational education program. At times the coordinator may have varying degrees of responsibility in adult vocational education.

Disability. Any injury or illness, temporary or permanent, which prevents workers from carrying on their usual occupations. A disability retirement is retirement because of physical inability to perform the job.

Disadvantaged. Disadvantaged persons are those who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in a regular vocational program designed for persons without such handicaps, and who for that reason require specially-designed educational programs and related services, or both, in order for them to benefit from a vocational program.

Discharge. Dismissal of a worker from employment. The term implies discipline for unsatisfactory performance and thus is usually limited to dismissals for such reasons as insubordination, absenteeism, or inefficiency.

Discrimination. Unequal treatment of workers in hiring, employment, pay or conditions of work because of race, national origin, creed, color, sex, age, union membership or activity, or any other characteristics not related to ability or job performance. Discrimination is prohibited by Federal, State, and local laws.

Double Time. Premium rate for overtime work, work on Sundays or holidays, or other work, amounting to twice the employee's regular rate of pay for each hour worked.

Duty. A large segment of work performed by an individual. It is one of the distinct major activities involved in the work performed, and it is composed of several related tasks.

Employer. General term for any individual, corporation, or other operating group which hires workers. The term "employer" and "management" are often used interchangeably.

Follow-Up Report. Usually a composite short-term or long-term report of former students indicating their present employment status or other present commitments (education, military, homemaking). More sophisticated follow-up studies seek to assess the effectiveness of the cooperative training experience to the student's present situation. Individual follow-up information is ususally maintained in a student's record file.

Fringe Benefits. Generally, supplements to wages received by workers at a cost to employers. The term covers a host of practices such as paid vacations, pensions, and health and insurance plans.

Handicapped. Handicapped persons are those who are mentally-retarded, hard-of hearing, deaf, speech-impaired, visually-handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who, by reason of their handicapping conditions, cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance, or who require a modified vocational program.

Hazardous Occupation. An occupation designated by State of Michigan and/or federal law to be considered dangerous to the health and well-being of minors.

Home Economics, Vocational. A summary of groups of instructional programs that emphasize the acquisition of competencies (including skills and job attitudes) needed for securing and holding paid employment at the entry and advanced levels, and/or preparing for advancement in occupations utilizing home economics education knowledge and skills. Vocational home economics education instructional programs are developed from home economics education subject matter areas to meet the unique requirements of the specific vocations. Programs that prepare individuals for paid employment include: (1) services to individuals/families; (2) assistance to professional home economists and professionals in fields related to home economics in industry, business, and public and private agencies; and (3) other services and/or assistance directly related to one or more of the home economics subject matter areas, offered in formal and/or formal settings combined with supervised laboratory and work experiences.

Inservice Teacher Education. All educational, and professional activities contributing to professional competencies which a person engages in after becoming employed, such as: formal course work, work experience, internships, practicums, seminars, and independent-individualized studies.

Internship. Student performs in approved job situation. Usually paid and given credit for the work. In-school instruction usually given before the work period and seldom tied in directly with job experiences. Typically one semester or more. Internship is a term used for collegiate experiences.

Job. The duties and tasks actually performed by a specific individual.

Job Description. A written statement listing the elements of a particular job or occupation. The statement may include the purpose of the job, duties, equipment used, qualifications, training requirements, physical and mental demands, and working conditions.

Job Type. A group of jobs that are composed of essentially the same significant duties and tasks.

Leave. Excused time away from work. Leave may be used for sickness, vacations, and personal or other reasons; it may be paid or unpaid.

Marketing and Distribution. A summary of groups of instructional programs that prepare individuals for occupations directed toward the incident to the flow of industrial and consumer goods in channels of trade, or the provision of services to consumers or users. These programs are concerned with marketing, sales, distribution, merchandising, and management, including ownership and management of enterprises engaged in marketing. Instructional programs prepare individuals to perform one or more of the marketing functions, such as selling, buying, pricing, promoting, financing, transporting, storing, market research, and marketing management. In addition, instructional programs include varying emphases on technical knowledge of products or services marketed, related communication and computation skills, and abilities and attitudes associated with human relations and private enterprise.

Minimum Wage. The lowest rate of pay, established by law or through collective bargaining, at which covered workers may be employed. The minimum wage is usually expressed as an hourly rate.

Occupational Field. A group of recognized occupations having many similarities, including the following characteristics in common; the type of work performed; the basic aptitudes, and the acquired knowledge and training required; the tools, machines, instruments, and other equipment used; and the basic materials used.

Occupational Objective. An occupational goal, selected by the student, the attainment of which is the purpose for his/her vocational instruction. (See Career Interest).

On-The-Job Training. Instruction in the performance of a sequentially planned task given a student-learner by the employer during the usual working hours of the occupation. Learning experiences at the training station comprises both the application of the theory of and the technical skill aspects of the learning situation, and/or the proper character, attitude and personality development of the student-learner as general goals of the training situation at the training station.

Open Shop. Generally, an establishment where union membership is not a condition of employment.

Overtime. Work performed in excess of the basic workday or workweek, as defined by law, the collective bargaining agreement, or company policy.

Overtime Pay. Payment at premium rates, time and one-half or double time, for work defined as overtime.

Pension Plan (Retirement Plan; Group Annuity Plan; Annuity). Any plan whose primary purpose is to provide regular payments for life to employees upon retirement. Additional benefits often are provided. Frequently, the term private pension plan is used to distinguish a voluntary plan from the Social Security system. If the employee shares in the cost of the pension plan, the plan is contributory; if the cost is borne entirely by the employer, the plan is noncontributory.

Personal Leave. Excused leave for reasons important to the individual worker but not provided for through vacation or sick leave plans.

Placement Coordinator. A person who provides local leadership to plan and initiate placement services.

Placement Services or Placement Activities. A series of coordinated activities for students planning further education or seeking part-time or full-time employment either for additional education, for on-the-job training or for earning a living.

Position. The duties and tasks established as the work requirement for one individual.

Preparatory Instruction. Instruction preparing students for full or part-time employment. Also serves to prepare student to enter and advance in an occupation. Also serves to equip workers with new or different skills demanded by technological changes.

Preparatory Program. A preparatory program provides vocational instruction designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or semi-professionals in recognized occupations. Preparatory programs are provided in the school laboratory/classroom.

Preservice Teacher-Education. Includes all the educational and professional activities a person engages in prior to becoming employed as a cooperative education specialist, such as: formal course work, work experience, seminars, practicums, and individualized studies.

Probationary Period. Usually, a specified period of time, such as 30 days, during which a newly hired employee is on trial prior to establishing seniority or otherwise becoming a regular employee.

Professional Organizations. Groups of personnel interested in and working toward the improvement, advancement, and upgrading of activities, not only in their specific field but also of activities in related fields of endeavor such as the American Vocational Association.

Related Vocational Instruction. In-school courses specifically designed to improve personal and social skills, provide needed basic education (remedial), and/or develop relevant occupational skills and knowledges. The course should be regularly scheduled, should complement the learning experiences at the training station, and should be planned and developed to meet the specific needs of the individual student. The content of this course should consist of the theory of the occupational skill, the specific related information, and the general related instruction necessary to achieve personal success in the world of work.

Salary Rate. The rate of pay expressed in terms of dollars per week, month, or year. The term generally refers to the pay received by clerical, technical, professional, managerial, and other employees hired on a weekly, monthly, or annual basis.

School District. An administrative unit at the local level which exists primarily to operate public schools or to contract for public school services. Normally, taxes can be levied by such units for school purposes. These units may or may not be coterminous with county, city or town boundaries. This term is used synonymously with the term "local basic administrative unit."

Seniority. Term used to designate an employee's status relative to other employees and used in determining order of promotions, layoffs, vacations, etc. Straight seniority is acquired solely through length of service, while qualified seniority is built on length of service as well as on other factors such as ability.

Shift. The daily working schedule of a plant or its employees. The day shift usually occurs during daylight hours, and the evening shift generally ends at or near midnight, when the night shift or graveyard shift begins.

Shift Differential. Additional compensation paid to workers employed other than on regular daytime hours.

Sick Leave. Period of time during which a worker may be absent without loss of job or seniority if unable to work because of illness or accident. A paid sick leave plan provides for full or partial pay for such absence, ususally up to a specified maximum.

Social Security. A Federal law establishing a national social insurance program. The law provides for retirement income and survivors' and disability payments to eligible workers or their families; public assistance to the aged, to the blind and to needy families; and unemployment insurance. Deductions for Social Security retirement benefits are made from the pay of most workers in the private sector.

State Plan. The document submitted by the state board for vocational education to the U.S. Office of Education describing the state's vocational education program. Includes policies followed by the state in maintaining, extending, and implementing existing programs and establishing new programs to meet the intent of the Vocational Education Acts. Prerequisite for receiving federal funds under the Acts.

Straight Time. Time worked at the regular pay rate, as distinguished from overtime.

Student-Learner (Student Worker). A student enrolled in cooperative vocational education and legally employed part-time and so classified by the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor for wage and hour regulation purposes.

Survey, Community. A fact-finding study of socio-economic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families, etc., as they exist at a given time in a given community. It is generally used by the school as a guide in revising school offerings to meet local needs.

Survey, Occupational. A form of occupational census, taken by personnel trained to determine the number of qualified employees in a designated occupation in a specified geographic or economic area; and to evaluate the need for increasing or limiting the numbers available for employment in the occupations surveyed.

Take-Home Pay. Generally, earnings for a payroll period minus deductions; the amount of cash a worker "takes home."

Task. A unit of worker activity that is intermediate in specificity between a function and a procedural work step or action. It is a discrete unit of work performed by an individual; that is, the unit usually has a definite beginning and ending, and it is performed within a limited period of time.

Task Analysis. A detailed listing of skills necessary to perform a clearly defined, specific job, organized into a logical sequence and which may be used for teaching employment, or classification purposes.

Task Inventory. An instrument used for conducting an occupational survey. It consists of items of identification and background information and a list of appropriate duty and task statements.

Teacher-Coordinator (Cooperative Vocational Education). A member of the local school staff who teaches technical and related subject matter to students preparing for employment and coordinates classroom instruction (related classroom) with learning activities at the training station. The coordinator is also responsible for the evaluation procedures of the program. (See Coordinator).

Time and One-Half. Premium pay consisting of one and one-half times the employee's regular rate.

Trade and Industrial. Instruction planned to develop basic manipulative skills, safety practices, judgments, technical knowledge, and related occupational information for the purpose of preparing persons for initial employment in the trades and industrial occupations.

Training Agreement. A statement of fundamental agreements regarding the participation of a student in a work environment. Initiated by the school, the agreement reflects a voluntary and cooperative commitment on the part of the coordinator, employer, student, and parents/guardians.

Training Plan. A format for delineating, for each student, the learning experiences and tasks to be undertaken at the training station, often paralleled with classroom units of instruction. The training plan, cooperatively determined, usually becomes a part of the training agreement.

Training Sponsor. The individual to whom the student-learner looks for instruction and training at the training station. The on-the-job training sponsor may be the owner or manager or a responsible individual appointed by management.

Training Station. The establishment providing learning experience for the student-learner. (See employer).

Unemployment Insurance. Unemployment insurance pays benefits to qualified workers who are unemployed and looking for work. It is a Federal-State cooperative program. Michigan has its own laws and is responsible for determining who is eligible for benefits, how much they receive, and for how long. Benefits are paid as a matter of right, and are not based on need.

Union Shop. Employer within a collective bargaining agreement that requires all employees to become members of the union within a specified time after hiring - usually 30 days - or after a new provision is negotiated. Also, workers must remain members of the union as a condition of continued employment.

Vocational Education. Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Vocational Student Organizations. Organizations for student-learners that complement the vocational education program. Recognized student-learner organizations for vocational education are: DECA, Distributive Education Clubs of America; FFA, Future Farmers of America; FHA-HERO, Future Homemakers of America-Home Economics Related Occupations; HOSA, Health Occupations Students of America; OEA, Office Education Association at the post-secondary level in Michigan and BOEC, Business Office Education Clubs at the secondary level; VICA, Vocational Industrial Clubs of America. Organizations for students enrolled in vocational education programs, with national, state and local units, the activities of which are an integral part of the instructional program.

Work Experience and Career Exploration (WECEP). Program emphasizes learning experiences at the training station based on individual needs and provides learning experiences for those students whose needs cannot be served by regular cooperative education programs.

Work Experience Program. Students performs tasks of the actual job and may or may not be paid. Typically engaged in for general education values, including exploratory. Usually one semester or less. Limited school supervision; usually no related class.

Workers' Disability Compensation. Workers' Disability Compensation is an employee benefit established in 1912 by the Michigan Legislature. It is administered by the Michigan Department of Labor, Bureau of Workers' Disability Compensation. Compensation is provided for disability or death resulting from accidental injury or disease related to employment, without regard to who may be at fault. This benefit should not be confused with unemployment compensation, group insurance for illness or accidents, or hospital or health insurance.

Work Observation Program. Student observes work, does not perform tasks except to understand them. Unpaid. Plan is usually few weeks in length and may be tied in with a class in which occupational information is discussed.

Work-Study Program. A federal program designed to provide a vocational education student with employment in the public sector and supplemental income while attending school. The vocational program does not necessarily have to be related to the job.

AGENCIES

1. Department of Civil Rights, Billie S. Farnum Building, Tenth Floor, 125 West Allegan, Lansing, MI 48913, (517) 373-3464.

2. Interstate Distributive Education Curriculum Consortium, (IDECC), Ohio State University, 1166 Chesapeake Avenue, Columbus, OH 43212, (614) 486-6708.

3. Michigan Department of Labor, Bureau of Employment Standards, Wage and Hour Division, 7150 Harris Drive, Box 30015, Lansing, MI 48909, (517) 322-1820.

4. Michigan Department of Labor, Bureau of Safety and Regulation, General Industry Safety Division, 7150 Harris Drive, Box 30015, Lansing, MI 48909, (517) 322-1831.

5. Michigan Department of Labor, Bureau of Workers' Disability Compensation, Leonard Plaza, 309 North Washington, Box 30016, Lansing, MI 48909, (517) 373-3480.

6. Michigan Deaprtment of Public Health, Bureau of Environmental and Occupational Health, Occupational Health Division, 3500 North Logan, Box 30035, Lansing, MI 48909, (517) 373-1410.

7. Michigan Employment Security Commission, Department of Labor Building, 7310 Woodward Avenue, Detroit, MI 48202, (313) 876-5500.

8. Michigan Employment Security Commission, Targeted Jobs Tax Credit Unit, Room 406, 7310 Woodward, Detroit, MI 48202, (313) 876-5204.

9. Michigan Liquor Control Commission, 7150 Harris Drive, Secondary Governmental Complex, Box 30005, Lansing, MI 48909, (517) 322-1345.

10. Michigan Secretary of State, Bureau of Automotive Regulation, Mechanic Certification Division, Mutual Building, Second Floor, Lansing, MI 48909, (517) 373-9060.

11. United States Department of Labor, Federal Wage and Hour Division, 230 South Dearborn Street, Eighth Floor, Chicago, IL 60604.

FEDERAL ADDRESSES

U.S. Department of Labor
Wage-Hour Division
500 Stephenson Hwy. Suite 400
Troy, MI 48084
(313) 226-6935

U.S. Department of Labor
Federal Building, Room G-10
35-37 East Huron Street
Pontiac, MI 48058
(313) 332-3716

U.S. Department of Labor
104 Federal Building
Port Huron, MI 48060
(313) 982-8051

U.S. Department of Labor
Federal Building, Room G-26
600 Church Street
Flint, MI 48502
(313) 238-1831

U.S. Department of Labor
Wage-Hour Division
U. S. Courthouse
Federal Building
231 West Lafayette, Room 647
Detroit, MI 48226
(313) 226-6000

U.S. Department of Labor
201 South Main Street, Room 315-16
Ann Arbor, MI 48106
(313) 769-7100 Ext. 437

U.S. Department of Labor
Harris Building, Room 1204
180 West Michigan Avenue
Jackson, MI 49201
(Mailing: P.O. Box 892)
Jackson, MI 49204
(517) 784-8768

U.S. Department of Labor
219 U.S. Post Office Building
315 West Allegan
Lansing, MI 48901
(517) 372-1910 Ext. 658

U.S. Department of Labor
Wage-Hour Divison
134 Federal Building
and U. S. Courthouse
110 Michigan Street, N.W.
Grand Rapids, MI 49503
(616) 456-2337

U.S. Department of Labor
Brandt Building
501 North First Street
(Mailing: P.O. Box 443)
Escanaba, MI 48929
(906) 786-3948

U.S. Department of Labor
113 Federal Building
410 W. Michigan
Kalamazoo, MI 49006
(616) 382-2309

U.S. Department of Labor
66 Federal Building
100 South Warren
(Mailing: Castle Station,
P.O. Box 448)
Saginaw, MI 48606
(517) 752-4414

U.S. Department of Labor
Peninsula Building
806 Hastings
(Mailing: P.O. Box 935)
Traverse City, MI 49684
(616) 946-2992

12. Vocational Technical Education Consortium of States, (V-TECS), Southern Association of Colleges and Schools, 795 Peachtree, N.E., Atlanta, GA 30365.

13. Vocational Technical Education Service, Leonard Building, Box 30009, Lansing, MI 48909, (517) 373-3365.

14. United States Office of Civil Rights, 230 S. Dearborn Street, Chicago, IL 60604, (312) 353-1984.

15. United States Office of Civil Rights, First National Bldg., Suite 600, Detroit, MI 48226, (313) 226-7636.

REFERENCE BOOKS, PERIODICALS, PAMPHLETS, MODULES

1. ABC's of the FLSA, A Retailers' Guide To The Fair Labor Standards Act, Lansing, MI: Michigan Retailers Association, 1977.

2. Administrative Guide for Vocational-Technical Education, Cooperative Education Guidelines, Michigan Department of Education, Vocational Technical Education Service, Revised, 1977.

3. Affirmative Action for the Handicapped, Washington, D.C.: United States Department of Labor, Employment Standards Administration, Office of Federal Contract Compliance Programs, 1980.

4. Affirmative Action, Vocational Rehabilitation and Employment of the Handicapped, "What's In It For Me?", Resource Guide for Employers, Waltham, MA: Harold Russell Associates, Inc., 1978.

5. Buros, Oscar K., The Eighth Mental Measurement Year Book (GATB), Highland Park, NJ: Volume 1, 1978.

6. Child Labor Requirements in Agriculture Under the Fair Labor Standards Act, Washington, D.C.: United States Department of Labor, Employment Standards Administration Wage and Hour Division, Child Labor Bulletin No. 102, 1978.

7. Child Labor Requirements in Nonagricultural Occupations, Washington, D.C.: United States Department of Labor, Employment Standards Administration, Wage and Hour Division, 1978.

8. Cochran, Leslie H., L. Allen Phelps, and Joseph F. Skupin, Vocational Education Advisory Committees--A Guide for Effective Utilization of Advisory Committees, Lansing, MI: Michigan Department of Education, Vocational Technical Education Service, 1976.

9. Cooperative Occupational Education Programs, Administrative Handbook, Albany, NY: University of the State of New York, The State Education Department, Office of Occupational and Continuing Education, 1972.

10. Crawford, Lucy C. and Warren G. Meyer, Organization and Administration of Distributive Education, Columbus, OH: Charles E. Merrill Publishing Co., 1972.

11. Dictionary of Occupational Titles, Washington, D.C.: Vol I and Vol II, U.S. Department of Labor, Bureau of Employment and Training, 1980.

12. Ditzenberger, Roger and Jim Burrow, Vocational Education Module Number 9, Evaluating On-The-Job Training, University of Northern Iowa, 1980.

13. Ditzenberger, Roger and Jim Burrow, Vocational Education Module Number 6, Student Orientation for On-The-Job Training, University of Northern Iowa, 1980.

14. Employment of Minors in Michigan, Lansing, MI: Michigan Department of Labor, Bureau of Safety and Regulation Wage and Hour Division, 1979.

15. Employability Skills Tip Sheets and Guides, Lansing, MI: Michigan Department of Education, Vocational Technical Education Service, 1976.

16. Fielding, Joyce, and Marvin R. Fielding, Conducting Job Placement Programs, Sedalia, MO: State Fair Community College, 1976.

17. Guide to Worker's Disablilty Benefits, Lansing, MI: Michigan Department of Labor, Bureau of Worker's Disability Compensation.

18. Heermann, Barry, Cooperative Education in Community Colleges, San Francisco, CA: Jossey-Bass, Inc., 1973.

19. Instructions for Conducting the Follow-Up Survey, Lansing, MI: Michigan Department of Education, Vocational Technical Education Service, 1980.

20. Ivins, Wilson H. and William B. Runge, Work Experience in the High School, New York, NY: The Ronald Press Company, 1951.

21. Key Concepts in Vocational Education: A Monograph Series, Employability Skills, Mt. Pleasant, MI: Michigan Department of Education, Vocational Technical Education Service, 1978.

22. Mason, Ralph E., Peter G. Haines and Lorraine T. Furtado, Cooperative Occupational Education and Work Experience in the Curriculum, Danville, IL: Third Edition, Interstate Printers and Publishers, Inc., 1981.

23. Methods of Administration for Complying with Civil Rights Requirements in Vocational Education Programs, Lansing, MI: Michigan Department of Education, Vocational Technical Education Service, 1980.

24. Meyer, Warren G., Lucy Crawford and Mary K. Klaurens, Coordination in Cooperative Vocational Education, Columbus, OH: Charles E. Merrill Publishing Co., 1975.

25. Michigan Guide to Child Labor Provisions for Cooperative Education Programs, Lansing, MI: MIchigan Department of Education, Vocational Technical Education Service, 1979.

26. Michigan Occupational Information System (MOIS) Structured Search Scan Sheets, Lansing, MI: Michigan Department of Education, Vocational Technical Education Service, 1979.

27. Miller, Frank W., James A. Fruehling and Gloria J. Lewis, Guidance Principles and Services, Third Edition, Columbus, OH: Charles E. Merrill Publishing Co., 1978.

28. Performance-Based Teacher Education Modules, F-5, Assist Students in Applying for Employment or Further Education, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

29. Performance-Based Teacher Education Modules, A-10, Conduct a Student Follow-Up Survey, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

30. Performance-Based Teacher Education Modules, J-7, Coordinate On-The-Job Instruction, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

31. Performance-Based Teacher Education Modules, B-1, Determine Needs and Interests of Students, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

32. Performance Based Teacher Education Modules, G-3, Develop Brochures to Promote Your Vocational Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

33. Performance-Based Teacher Education Modules, J-6, Develop The Training Ability of On-The-Job Instructors, Athens GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

34. Performance-Based Teacher Education Modules, J-3, Enroll Students in Your Coop Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

35. Performance-Based Teacher Education Modules, J-8, Evaluate Co-op Students' On-The-Job Performance, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

36. Performance-Based Teacher Education Modules, F-2, Gather Student Data Through Personal Contact, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

37. Performance-Based Teacher Education Modules, I-1, Keep Up-To-Date Professionally, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

38. Performance-Based Teacher Education Modules, E-4, Maintain a Filing System, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

39. Performance-Based Teacher Education Modules, A-5, Maintain an Occupational Advisory Committee, Athens, GA: American Association for Vocational Instructional Materials, (AAVIM), 1978.

40. Performance-Based Teacher Education Modules, J-2, Manage the Attendance, Transfers, and Terminations of Co-op Students, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

41. Performance-Based Teacher Education Modules, A-4, Organize an Occupational Advisory Committee, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

42. Performance-Based Teacher Education Modules, G-4, Prepare Displays to Promote Your Vocational Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

43. Performance-Based Teacher Education Modules, J-9, Prepare for Students' Related Instruction, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

44. Performance-Based Teacher Education Modules, G-5, Prepare News Releases and Articles Concerning Your Vocational Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

45. Performance-Based Teacher Education Modules, J-5, Place Co-op Students On-The-Job, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

46. Performance-Based Teacher Education Modules, E-5, Provide for Student Safety, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

47. Performance-Based Teacher Education Modules, J-4, Secure Training Stations for Your Co-op Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

48. Performance-Based Teacher Education Modules, J-10, Supervise an Employer-Employee Appreciation Event, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

49. Performance-Based Teacher Education Modules, F-3, Use Conferences to Help Meet Student Needs, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

50. Performance-Based Teacher Education Modules, G-8, Work with Members of the Community, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

51. Pre-Employment Guide, Lansing, MI: Michigan Department of Civil Rights.

52. Procedures Covering Legal Employment of Minors in Michigan, Guide to Issuing Officers, Bulletin No. 2131, Lansing, MI: Michigan Department of Education, Vocational Technical Education Service.

53. Questions and Answers About Working, Lansing, MI: Michigan Department of Labor, 1980.

54. Recommended Guide to Students' Rights and Responsibilities in Michigan, Lansing, MI: Michigan Department of Education, Office of School and Community Affairs, 1975.

55. Safety Education and Training Bulletin, Lansing, MI: Michigan Department of Labor.

56. Schedule of Retention and Disposal of Public Records, Lansing, MI: Michigan Department of Education, 1962.

57. Section 504, Rehabilitation Act of 1973, St. Paul, MN: U.S. Code Congressional and Administrative News, Vol 1, 93rd Congress, First Session, West Publishing Co., 1973.

58. Stadt, Ronald W. and Bill G. Gooch, Cooperative Education, Indianapolis, IN: Bobbs-Merrill Co., Inc., 1977.

59. Standards for State Approved Regular Secondary Cooperative Vocational Education Programs in Michigan, Lansing, MI: Michigan Department of Education, Vocational Technical Education Service, 1977.

60. Targeted Jobs Tax Credit Resource Manual for Cooperative Education Programs, Washington, D.C.: United States Department of Labor, Employment and Training Administration, 1980.

61. Technical Assistance Guide for Civil Rights Compliance in Vocational Education, Lansing, MI: Department of Education, Vocational Technical Education Service, 1980.

62. Title IX, 1972 Educational Amendments, St. Paul, MN: U.S. Code Congressional and Administrative News, Vol 1, 92nd Congress, Second Session, West Publishing Co., 1972.

63. Title VI, 1964 Civil Rights Act, Washington, D.C.: United States Statues at Large, Vol 78, 88th Congress, Second Session, United States Government Printing Office, 1965.

64. Twenty-One Tips to Getting a Job, Lansing, MI: Michigan Employment Security Commission, 1979.

65. Unemployment Insurance Policy, Detroit, MI: Michigan Department of Labor, Michigan Employment Security Commission.

66. Winefardner, David W., Interest Measurement in Vocational Decision Making: The Use of the Ohio Vocational Interest Survey (OVIS), Columbus, OH: 1979.

67. Youth for a Good Investment, Lansing, MI: Michigan Department of Labor, 1979.

STATE OF MICHIGAN LAWS, RULES, REGULATIONS

1. Bullard-Plawecki Employee Right to Know Act, Act Nr. 397, Public Acts of 1978. Permits employees to review personal records, provides criteria for review; prescribes information which may be contained in personnel records, provides penalties.

2. Department of Public Health, Bureau of Health Care Administration, Nursing Homes and Nursing Care Facilities, R. 325.20703, Rule 703. A person employed in a nursing home giving nursing care shall not be less than 17 years of age, except that a student in an approved cooperative educational program may provide nursing care under supervision of a licensed nurse.

3. Elliott--Larsen Civil Rights Act of 1976. Michigan employers as determined by the Act can not discriminate against an employee because of religion, race, color, national origin or sex.

4. Michigan Act 305, Public Acts of 1972, Ionizing Radiation Rules, Michigan Department of Public Health, Division of Radiological Health. A licensee or registrant shall not receive, acquire, possess, use or transfer sources of radiation in such a manner as to cause an individual who is under 18 years of age, to receive in any period of one calendar quarter from all sources of radiation in the licensee's or registrant's possession a dose in excess of 10% of the quarterly occupational limit specified.

5. Michigan Handicappers Civil Rights Act of 1976, Act 220 of the Public Acts of 1976. An employer shall not fire or refuse to hire, recruit, promote, or discharge a person on the basis of a handicap, physical or mental examinations must be directly related to the requirements of the job, an employer may not ask questions or keep records pertaining to the handicap for reasons contrary to the provisions of the act.

6. Michigan Hire the Handicapped Law, Public Act 183 Second Injury Certification. Gives incentives to employers hiring persons with handicaps by limiting worker's disability compensation rights of those injured or their dependents.

7. Michigan Mechanic Trainee Permit of 1981. Mechanic Certification Division of the Department of State requires that students in cooperative education training stations who are working the major repair categories regulated by the Act must make application for a Motor Vehicle Mechanic Trainee Permit. The training agreement should be attached to this application. Once the application is on file, it will enable the cooperative education student to work under the direct supervision of an appropriately certified mechanic.

8. Michigan Minimum Wage, Act 154 of the Public Acts of 1964. Fixes wages for employees within Michigan, prohibits wage discrimination; provides for administration and enforcement; prescribes penalties for violation of the act.

9. Michigan Occupational Safety and Health Act 154 of 1974, As Amended. Promulgated and adopted safety and health standards for Michigan workers.

10. Michigan Payment of Wages Law, Act Nr. 390, Public Acts of 1978. Regulates the time and manner of payment of wages and fringe benefits to employees; prescribes rights and responsibilities of employers and employees; powers and duties of the Department of Labor; requires keeping of records; provides for settlement of disputes regarding wages and fringe benefits; prescribes penalties and remedies.

11. Youth Employment Standards Act, Public Act 90, Public Acts of 1978. Provides for the legal employment and protection of minors; provides for the issuance and revocation of work permits; provides for the regulation of hours and conditions of employment of minors; prescribes powers and duties of the departments of labor and education; provides for the enforcement of the act; prescribes penalties.

UNITED STATES (FEDERAL) LEGISLATION

1. Adult Education Act of 1966 (P.L. 89-750) authorized grants to states for programs to help adults continue their education at least through high school and to obtain training for jobs.

2. Career Education Incentive Act of 1978 (P.L. 95-207) authorized career education programs for the elementary and secondary schools.

3. Civil Rights Act of 1964 (P.L. 88-352) under Title IV, mandated the desegregation of public educational institutions and, under Title VI, made racial and ethnic discrimination illegal in programs that receive federal financial assistance.

4. Comprehensive Employment and Training Act of 1973 (P.L. 93-203) established a system of federal, state, and local programs to train economically disadvantaged and unemployed persons and to provide job opportunities.

5. Economic Opportunity Act of 1964 (P.L. 88-452) authorized grants for college work-study programs, support for vocational training for unemployed youths, and a number of other educational and training programs.

6. Education Amendments of 1972 (P.L. 92-318) established the Education Division, the National Institute of Education. Title IX prohibited discrimination based on sex in any program receiving federal funds.

7. Education Amendments of 1976 (P.L. 94-482) provided federal assistance to the states for career development and educational programs. The Vocational Education Amendments are included in this law. Title II of the Education Amendments of 1976 amended the Vocational Education Act of 1963 to provide the federal legislation authorizing vocational education programs and activities.

8. Education Amendments of 1978 (P.L. 95-561) established a comprehensive basic skills program for reading, writing, and mathematics in public schools.

9. Elementary and Secondary Education Act of 1965 (P.L. 89-10) provided financial assistance to local educational agencies to educate economically disadvantaged. Title VII, Bilingual Education Act, provided funds for bilingual programs at the preschool, elementary and secondary levels.

10. Elementary and Secondary Education Amendments of 1966 (P.L. 89-750) authorized additional funds for programs for handicapped students.

11. Elementary and Secondary Education Amendments of 1968 (P.L. 90-247) authorized support for regional centers for education of handicapped students and programs in bilingual education.

12. Equal Pay Act of 1963 (Amended 1972, 1978). Equal pay for equal work under similar conditions regardless of sex.

13. Family Educational Rights and Privacy Act of 1974. Allows full access to student-learner records by parents/guardians.

14. Federal Fair Labor Standards Act of 1938. Established minimum wage, overtime pay, equal pay, recordkeeping, hazardous conditions, and child labor standards for minors in agriculture and nonagriculture occupations.

15. Federal Revenue Act of 1978 (Targeted Jobs Tax Credit). Encourages employers to provide employment to target populations who have few job skills by offering tax credits.

16. George-Barden Act of 1946 (P.L. 79-586) expanded federal support for vocational education.

17. George-Deen Act of 1936 authorized increased appropriations for existing vocational programs and added distributive education to vocational education.

18. Higher Education Act of 1965 (P.L. 89-329) provided funds to colleges and universities for community service and cooperative education.

19. Higher Education Amendments of 1968 (P.L. 90-575) authorized new programs for disadvantaged college students.

20. Manpower Development and Training Act of 1962 (P.L. 87-415) supported training for unemployed and underemployed persons.

21. Rehabilitation Act of 1973, Section 503 of 1973. Federal contractors agree not to discriminate against any handicapped person who is qualified to perform the job; and agree to take affirmative action to hire, advance and treat handicapped without discrimination.

22. Smith-Hughes Act of 1917 (P.L. 64-347), provided grants to states for agricultural, industrial and trade-related education below the college level.

23. Vocational Education Act of 1963 (P.L. 88-210) increased federal support for residential vocational schools, work-study programs, and research and training in vocational education.

24. Vocational Education Amendments of 1968 (P.L. 90-576) provided federal grants to states for vocational education and part-time employment for persons for all ages and all educational levels.

COOPERATIVE EDUCATION SPECIALIST

TASK SURVEY

NUMBER OF RESPONDENTS: 396

THE FOLLOWING DIRECTIONS ARE GIVEN FOR COMPLETING THE COOPERATIVE EDUCATION SPECIALIST TASK SURVEY:

STEP 1. FILL IN THE COOPERATIVE EDUCATION DEMOGRAPHIC FORM

COOPERATIVE EDUCATION DEMOGRAPHICS

Directions: Please check the following as they apply.

1. What is your present *job title?*
   - 63% Cooperative Education Teacher-Coordinator
   - 1.3% Cooperative Education Teacher
   - 24.5% Cooperative Education Coordinator
   - 11.2% Other, Please indicate _____

2. How many years have you worked in cooperative education?
   - 4.1% First year
   - 20.4% 2-4 years
   - 18.8% 5-7 years
   - 23.4% 8-10 years
   - 21.9% 11-15 years
   - 11.5% 16 years or more

3. What is your highest academic degree?
   - 20.2% Bachelor's Degree
   - 70.2% Master's Degree
   - 6.6% Educational Specialist Degree
   - 0.8% Doctor's Degree
   - 2.3% Other, please indicate:

   _____

4. How did you gain your skills and knowledge for your present job in cooperative education?
   - 78.5% I gained my skills and knowledge for my present job in cooperative education through on-the-job experiences.
   - 4.7% I gained my skills and knowledge for my present job in cooperative education through an undergraduate course in cooperative education.
   - 5.6% I gained my skills and knowledge for my present job in cooperative education through a graduate course in cooperative education
   - 1.3% I gained my skills and knowledge for my present job in cooperative education through in-service workshops.
   - 0.5% Other, please indicate: _____

   _____

5. The Michigan County in which you are employed as a cooperative education specialist is:

_____

STEP 2: RATE EACH TASK STATEMENT

Rate each of the activities on the List of Task Statements according to **how significant a part of your job** it is. Try to give the best description of what you do in your present job. Circle the appropriate answer to the right of each activity, using this scale:

0 = Definitely *not a part* of my job position, does not apply, or is not true for this job.

1 = Under unusual circumstances may be a *minor part* of my job.
2
3
4 = A *substantial part* of my job.
5
6
7 = A *most significant part* of my job.

If you feel that certain tasks which are a part of your job have been omitted from the List of Task Statements, please use the spaces immediately following the List of Task Statements to record those tasks.

COORDINATION

1. VISIT TRAINING STATIONS TO DISCUSS STUDENT-LEARNER PROGRESS
   0.5 0 1 0.8 2 3.6 3 11.2 4 7.6 5 9.7 6 66.7 7 PERCENTAGE FIGURES %, MEAN: 6.198

2. OBSERVE SAFETY CONDITIONS PRESENT IN TRAINING STATIONS
   1.3 0 9.4 1 8.1 2 11.2 3 15.8 4 10.9 5 12.5 6 30.8 7 %, MEAN: 4.674

3. ENCOURAGE TRAINING SPONSORS TO PROVIDE A VARIETY OF JOB EXPERIENCES FOR STUDENT-LEARNERS
   0.8 0 0.8 1 1.8 2 8.1 3 19.3 4 14.8 5 18.6 6 35.9 7 %, MEAN: 5.425

4. LOCATE PROSPECTIVE TRAINING STATIONS
   1.0 0 1.5 1 3.1 2 3.6 3 12.3 4 12.1 5 16.4 6 50 7 %, MEAN: 5.674

5. EVALUATE PROSPECTIVE TRAINING STATIONS
   1.0 0 0.3 1 3.1 2 5.9 3 18.6 4 14.5 5 15 6 41.1 7 %, MEAN: 5.491

6. FOLLOW TERMINATION PROCEDURES FOR STUDENT-LEARNERS WHO LEAVE TRAINING STATIONS
   0.8 0 5.1 1 7.7 2 12.6 3 22.6 4 12.3 5 12.1 6 26.7 7 %, MEAN: 4.702

7. ASSESS STUDENT-LEARNER PERFORMANCE WITH TRAINING SPONSORS
   0.5 0 0.3 1 1.3 2 4.8 3 16.8 4 9.2 5 16.6 6 50.5 7 %, MEAN: 5.837

8. OBTAIN SUGGESTIONS FROM TRAINING SPONSORS FOR USE IN RELATED CLASS/LAB EXEMPTIONS
   1.3 0 5.4 1 6.6 2 13 3 19.9 4 17.1 5 17.4 6 19.2 7 %, MEAN: 4.619

9. ASSIST TRAINING SPONSORS IN OBTAINING STUDENT-LEARNER SUBMINIMUM WAGE EXEMPTIONS
   26 0 24.4 1 11.6 2 11.1 3 11.6 4 5.9 5 4.9 6 4.6 7 %, MEAN: 2.183

10. COMPLETE IRS FORM, 6199, TARGETED JOBS TAX CREDIT
    6.4 0 5.1 1 5.6 2 8.9 3 17.6 4 11.7 5 13.5 6 31.1 7 %, MEAN: 4.712

11. KEEP A LOG OF COORDINATION VISITS
    2.3 0 5.4 1 7.5 2 12.1 3 19.5 4 11.3 5 9.5 6 32.4 7 %, MEAN: 4.751

12. ARRANGE SPECIAL CLASSROOM ASSIGNMENTS FOR COOPERATIVE EDUCATION STUDENT-LEARNERS WHO ARE CURRENTLY UNEMPLOYED
    17.2 0 18 1 12.6 2 12.9 3 16.7 4 7.7 5 5.7 6 9.3 7 %, MEAN: 2.859

13. PRACTICE NON-DISCRIMINATORY PLACEMENT PROCEDURES WITH EMPLOYERS
    6.2 0 8.7 1 5.4 2 5.7 3 16.5 4 8.2 5 11.3 6 38 7 %, MEAN: 4.776

14. KEEP A WEEKLY RECORD OF STUDENT-LEARNER WORK HOURS
    7.7 0 7.1 1 8.2 2 10.2 3 14.8 4 6.1 5 5.9 6 40.1 7 %, MEAN: 4.594

15. RELOCATE STUDENT-LEARNERS TO DIFFERENT TRAINING STATIONS WHEN STUDENT-LEARNERS LOSE EMPLOYMENT
    2.3 0 3.9 1 8.2 2 9.5 3 17 4 14.9 5 13.9 6 30.3 7 %, MEAN: 4.869

16. RELOCATE STUDENT-LEARNERS TO DIFFERENT TRAINING STATIONS WHEN MORE DESIRABLE TRAINING STATIONS OCCUR
    7.3 0 8.6 1 13.9 2 13.4 3 16.5 4 13.1 5 8.6 6 18.6 7 %, MEAN: 3.898

17. COMMUNICATE WITH TRAINING SPONSORS REGARDING STUDENT-LEARNER AND CO-EMPLOYEE WORKING RELATIONSHIPS
    0.8 0 2.8 1 2.8 2 12 3 17.3 4 14.3 5 18.1 6 31.9 7 %, MEAN: 5.171

18. COMPLETE A WRITTEN TRAINING AGREEMENT FOR EACH STUDENT-LEARNER
0.5 0 1.0 1 1.3 2 1.8 3 5.9 4 3.3 5 9.2 6 77.1 7 %, MEAN: 6.435

19. COMPLETE A WRITTEN TRAINING PLAN FOR EACH STUDENT-LEARNER
6.9 0 4.9 1 5.1 2 7.7 3 15.6 4 10 5 10.5 6 39.4 7 %, MEAN: 4.890

20. USE A RATING FORM FOR EVALUATING STUDENT-LEARNER ON-THE-JOB PERFORMANCE
0.8 0 0.8 1 2 2 1.3 3 9.9 4 6.4 5 8.9 6 70 7 %, MEAN: 6.234

21. ARRANGE APPOINTMENTS FOR STUDENT-LEARNER INTERVIEWS WITH POTENTIAL TRAINING SPONSORS
1 0 1.3 1 2.5 2 5.9 3 14.2 4 13.5 5 13 6 48.6 7 %, MEAN: 5.664

22. INFORM TRAINING SPONSORS REGARDING FEDERAL LAWS RELATED TO VOCATIONAL EDUCATION AND EMPLOYMENT OF MINORS
0.5 0 3.6 1 4.6 2 10.5 3 21.5 4 13.8 5 14.8 6 30.7 7 %, MEAN: 5.031

23. INFORM TRAINING SPONSORS REGARDING STATE OF MICHIGAN LAWS RELATED TO VOCATIONAL EDUCATION AND EMPLOYMENT OF MINORS
0.3 0 4.1 1 5.1 2 10.3 3 21.1 4 12.3 5 17.2 6 29.6 7 %, MEAN: 5.015

24. ARRANGE TRAINING STATION WORK HOURS FOR STUDENT-LEARNERS
5.4 0 12 1 10 2 15.1 3 18.7 4 8.4 5 9.5 6 21 7 %, MEAN: 3.977

25. ARRANGE SCHOOL SCHEDULES WITH STUDENT-LEARNERS, FACULTY, AND TRAINING SPONSORS
5.9 0 7.4 1 11.5 2 8.4 3 17 4 11.5 5 13 6 25.2 7 %, MEAN: 4.364

26. MAINTAIN A STUDENT-LEARNER COOPERATIVE EDUCATION ON-THE-JOB EXPERIENCE FILE WITH SPECIFIC RECORDS
4.9 0 4.6 1 5.1 2 8.2 3 17.7 4 7.4 5 12.8 6 39.2 7 %, MEAN: 4.890

27. ENCOURAGE STUDENT-LEARNER ATTENDANCE AT SCHOOL AND AT THE TRAINING STATION
0.3 0 0.3 1 1.8 2 4.1 3 11 4 6.1 5 16.1 6 60.5 7 %, MEAN: 5.664

28. CORRELATE CONTENT OF IN-SCHOOL VOCATIONAL INSTRUCTION WITH TRAINING STATION LEARNING EXPERIENCES
2 0 3.6 1 3.6 2 9.2 3 17.3 4 14.8 5 17.3 6 32.1 7 %, MEAN: 5.107

PROFESSIONAL DEVELOPMENT

1. ATTEND DISTRICT AND/OR STATE WORKSHOPS, MEETINGS AND SEMINARS
2.8 0 4.4 1 8.2 2 12.4 3 20.6 4 14.7 5 15.2 6 21.6 7 %, MEAN: 4.567

2. KEEP CURRENT ON TECHNOLOGICAL CHANGES IN BUSINESS AND INDUSTRY
0.8 0 1.5 1 3.8 2 6.6 3 19.8 4 17.3 5 22.6 6 27.5 7 %, MEAN: 5.232

3. PARTICIPATE IN LOCAL AND/OR STATE PROFESSIONAL COOPERATIVE EDUCATION ORGANIZATIONS
4.6 0 4.4 1 9.8 2 11.6 3 20.6 4 10.3 5 16 6 22.7 7 %, MEAN: 4.474

GUIDANCE

1. ASSIST STUDENT-LEARNERS WITH COOPERATIVE EDUCATION PROGRAM APPLICATIONS
1.3 0 3.9 1 5.7 2 7.2 3 19.9 4 11.1 5 16.5 6 34.4 7 %, MEAN: 5.119

2. CONDUCT STUDENT-LEARNER INTERVIEWS FOR POTENTIAL ENROLLEES
1.8 0 3.1 1 4.4 2 9.3 3 17.8 4 11.9 5 14.2 6 37.6 7 %, MEAN: 5.186

3. CONSULT WITH COUNSELORS, ADMINISTRATORS AND OTHER TEACHERS ABOUT STUDENT-LEARNERS ENTERING COOPERATIVE EDUCATION
0.5[0] 1[1] 3.4[2] 9[3] 20.1[4] 13.4[5] 13.9[6] 38.7[7] %, MEAN: 5.363

4. ORIENT STUDENT-LEARNERS TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES
0 3[0] 0[1] 1 3[2] 5 9[3] 14[4] 9 8[5] 13 7[6] 55[7] %, MEAN: 5.928

5. ORIENT PARENTS TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES
2.6[0] 5.2[1] 12.6[2] 17.8[3] 24.2[4] 8.8[5] 12.4[6] 16.5[7] %, MEAN: 4.142

6. ORIENT FACULTY TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES
34[0] 7[1] 9.1[2] 16.8[3] 28.8[4] 12.2[5] 11.1[6] 11.7[7] %, MEAN: 4.000

7. ASSIST WITH STUDENT-LEARNER PERSONAL ADJUSTMENT
0.3[0] 2.3[1] 6.2[2] 15.3[3] 21.8[4] 13.5[5] 17.7[6] 22.9[7] %, MEAN: 4.816

8. CONFER WITH STUDENT-LEARNER ON EDUCATION PROGRESS IN SCHOOL
0.5[0] 2.6[1] 5.9[2] 13.4[3] 25.3[4] 14.7[5] 17.6[6] 19.9[7] %, MEAN: 4.744

9. ANALYZE STUDENT-LEARNER CUMULATIVE RECORDS FOR PLACEMENT PURPOSES
2.6[0] 5.2[1] 8.2[2] 11.6[3] 22.9[4] 12.9[5] 17 6[6] 19.6[7] %, MEAN: 4.518

10. ASSIST STUDENT-LEARNERS WITH EMPLOYMENT APPLICATIONS
1.3[0] 1.8[1] 6.2[2] 9.8[3] 20.7[4] 14.2[5] 17.3[6] 28.7[7] %, MEAN: 5.021

11. ASSIST STUDENT-LEARNERS IN PREPARING FOR JOB INTERVIEWS
0 0[0] 0.8[1] 4.4[2] 7.8[3] 19.9[4] 12.4[5] 21.7[6] 33.1[7] %, MEAN: 5.362

12. WRITE LETTERS OF RECOMMENDATION FOR STUDENT-LEARNERS AND/OR FRADUATES
1.6[0] 6.5[1] 12[2] 13.5[3] 19.5[4] 10.9[5] 12 6[6] 24 7[7] %, MEAN: 4.435

13. CONDUCT HOME VISITATIONS AND/OR PARENTAL CONFERENCES REGARDING STUDENT-LEARNERS
15.1[0] 23.4[1] 14.3[2] 16.1[3] 15.4[4] 3 9[5] 4.7[6] 7[7] %, MEAN: 2.589

ADMINISTRATION

1. CONDUCT AN ANNUAL FOLLOW-UP STUDY ON COOPERATION STUDENT-LEARNERS
19.6[0] 16.5[1] 9.7[2] 9.4[3] 14.7[4] 4.5[5] 7.6[6] 18.1[7] %, MEAN: 3.170

2. CONSULT WITH THE LOCAL MICHIGAN EMPLOYMENT SECURITY COMMISSION OFFICE FOR THE PURPOSE OF IDENTIFYING PLACEMENT OPPORTUNITIES FOR COOPERATIVE EDUCATION STUDENT-LEARNERS
19.1[0] 18.3[1] 15.8[2] 13.2[3] 17.3[4] 5.9[5] 5.4[6] 4.9[7] %, MEAN: 2.553

3. COOPERATE WITH SCHOOL AREA PLACEMENT PERSONNEL
7[0] 5[1] 5.5[2] 10.4[3] 20.4[4] 11 5[5] 14.4[6] 26.4[7] %, MEAN: 4.543

4. PARTICIPATE ON VOCATIONAL EDUCATION ADVISORY COMMITTEES
6.2[0] 5.4[1] 9.8[2] 9.5[3] 20.4[4] 7.7[5] 12.9[6] 28.1[7] %, MEAN: 4.477

PUBLIC RELATIONS

1. INFORM CIVIC AND BUSINESS GROUPS ABOUT COOPERATIVE EDUCATION
6.5[0] 7[1] 12.5[2] 14.3[3] 22.6[4] 7.8[5] 12.2[6] 17.1[7] %, MEAN: 3.974

2. IMPLEMENT A PROGRAM FOR TRAINING SPONSOR ORIENTATION AND DEVELOPMENT
24.1[0] 18.8[1] 16.5[2] 11.5[3] 14.4[4] 6.8[5] 4.7[6] 3.1[7] %, MEAN: 2.283

3. INFORM STUDENT GROUPS ABOUT COOPERATIVE EDUCATION
3.6[0] 4.4[1] 7.5[2] 9.8[3] 19.6[4] 11.4[5] 15.5[6] 28.2[7] %, MEAN: 4.744

4. USE PROMOTIONAL BROCHURES TO INFORM SCHOOL AND COMMUNITY ABOUT COOPERATIVE EDUCATION
7.3[0] 9.9[1] 10.4[2] 9.6[3] 17.4[4] 7.8[5] 14.8[6] 22.9[7] %, MEAN: 4.169

5. PREPARE IN-SCHOOL DISPLAYS RELATING TO COOPERATIVE EDUCATION
11.4[0] 11.9[1] 12.1[2] 10.1[3] 22[4] 8.5[5] 11.4[6] 12.7[7] %, MEAN: 3.537

6. PREPARE NEWS RELEASES ON COOPERATIVE EDUCATION ACTIVITIES
12.4[0] 13.7[1] 14.4[2] 13.1[3] 15.2[4] 9[5] 9.3[6] 12.9[7] %, MEAN: 3.338

7. PLAN AND CONDUCT AN ANNUAL EMPLOYER-EMPLOYEE RECOGNITION ACTIVITY
15.2[0] 5.4[1] 7.5[2] 5.7[3] 11.1[4] 5.2[5] 10.1[6] 39.8[7] %, MEAN: 4.468

8. MAKE ANNUAL REPORTS ON COOPERATIVE EDUCATION STUDENT-LEARNERS
11.2[0] 10.4[1] 10.7[2] 9.9[3] 16.2[4] 6[5] 12[6] 23.5[7] %, MEAN: 3.930

COOPERATIVE EDUCATION SPECIALIST

TASK SURVEY

AS EVALUATED BY COOPERATIVE EDUCATION TRAINING SPONSORS

NUMBER OF RESPONDENTS: 44

THE FOLLOWING DIRECTIONS ARE GIVEN FOR COMPLETING THE COOPERATIVE EDUCATION SPECIALIST TASK SURVEY.

STEP 1: FILL IN THE COOPERATIVE EDUCATION DEMOGRAPHIC FORM

COOPERATIVE EDUCATION DEMOGRAPHICS

Directions: **Please check the following as they apply:**

1. **Your job title is:** OWNER 68.6%
   MANAGER 25.7% OTHER 5.7%

2. **Name the Michigan County in which you work:**

   _____

3. **You have worked with cooperative education how many years?**

13.6 %	0-1 year	6.8 %	8-11 years
31.8 %	2-4 years	11.4 %	12-16 years
27.3 %	5-7 years	6.8 %	17 years and over
		2.3 %	Don't Know

4. **You have worked with cooperative education student-learners from:**

   40.9 % Distributive Education
   0 % Home Economics
   6.8 % Agriculture
   25 % Trade & Industry
   15.9 % Office Education
   9.1 % Health Occupations
   0 % Other, Please indicate: _____
   2.3 % Don't Know

STEP 2: RATE EACH TASK STATEMENT

Rate each of the activities on the List of Task Statements according to how important you think it is in working with the Cooperative Education Specialist. Check the appropriate answer to the right of each activity, using this scale:

IS OF HIGH PRIORITY
IS OF MEDIUM PRIORITY
IS OF LOW PRIORITY
UNDECIDED
IS INAPPROPRIATE: SOMEONE ELSE SHOULD DO IT
IS INAPPROPRIATE: NO ONE ELSE SHOULD DO IT

COORDINATION

1. VISIT TRAINING STATIONS TO DISCUSS STUDENT-LEARNER PROGRESS
   0 0 45.5 1 38.6 2 9.1 3 0 4 2.3 5 4.5 6 % PERCENTAGE FIGURES %, MEAN: 1.886

2. OBSERVE SAFETY CONDITIONS PRESENT IN TRAINING STATIONS
   0 0 29.5 1 27.3 2 15.9 3 11.4 4 11.4 5 4.5 6 %, MEAN: 2.614

3. ENCOURAGE TRAINING SPONSORS TO PROVIDE A VARIETY OF JOB EXPERIENCES FOR STUDENT-LEARNERS
   2.3 0 56.8 1 25 2 6.8 3 2.3 4 4.5 5 2.3 6 %, MEAN: 1.727

4. LOCATE PROSPECTIVE TRAINING STATIONS
   0 0 50 1 29.5 2 4.5 3 2.3 4 11.4 5 2.3 6 %, MEAN: 2.023

5. EVALUATE PROSPECTIVE TRAINING STATIONS
   9.1 0 29.5 1 38.6 2 6.8 3 2.3 4 11.4 5 2.3 6 %, MEAN: 2.068

6. FOLLOW TERMINATION PROCEDURES FOR STUDENT-LEARNERS WHO LEAVE TRAINING STATIONS
   2.3 0 18.2 1 38.6 2 18.2 3 13.6 4 9.1 5 0 6 %, MEAN: 2.500

7. ASSESS STUDENT-LEARNER PERFORMANCE WITH TRAINING SPONSORS
   4.5 0 54.5 1 34.1 2 2.3 3 2.3 4 2.3 5 0 6 %, MEAN: 1.500

8. OBTAIN SUGGESTIONS FROM TRAINING SPONSORS FOR USE IN RELATED CLASS/LAB EXEMPTIONS
   4.5 0 52.3 1 25 2 13.6 3 2.3 4 2.3 5 0 6 %, MEAN: 1.636

9. ASSIST TRAINING SPONSORS IN OBTAINING STUDENT-LEARNER SURMINIMUM WAGE EXEMPTIONS
   2.3 0 22.7 1 20.5 2 27.3 3 9.1 4 15.9 5 2.3 6 %, MEAN: 2.750

10. COMPLETE IRS FORM, 6199, TARGETED JOBS TAX CREDIT
    9.1 0 27.3 1 20.5 2 18.2 3 4.5 4 20.5 5 0 6 %, MEAN: 2.432

11. KEEP A LOG OF COORDINATION VISITS
    6.8 0 11.4 1 20.5 2 47.7 3 6.8 4 2.3 5 4.5 6 %, MEAN: 2.614

12. ARRANGE SPECIAL CLASSROOM ASSIGNMENTS FOR COOPERATIVE EDUCATION STUDENT-LEARNERS WHO ARE CURRENTLY UNEMPLOYED
    4.5 0 27.3 1 29.5 2 15.9 3 4.5 4 13.6 5 4.5 6 %, MEAN: 2.477

13. PRACTICE NON-DISCRIMINATORY PLACEMENT PROCEDURES WITH EMPLOYERS
    4.5 0 50 1 13.6 2 13.6 3 4.5 4 6.8 5 6.8 6 %, MEAN: 2.114

14. KEEP A WEEKLY RECORD OF STUDENT-LEARNER WORK HOURS
    2.3 0 31.8 1 15.9 2 25 3 4.5 4 18.2 5 2.3 6 %, MEAN: 2.614

15. RELOCATE STUDENT-LEARNERS TO DIFFERENT TRAINING STATIONS WHEN STUDENT-LEARNERS LOSE EMPLOYMENT
    2.3 0 34.1 1 34.1 2 9.1 3 6.8 4 11.4 5 2.3 6 %, MEAN: 2.273

16. RELOCATE STUDENT-LEARNERS TO DIFFERENT TRAINING STATIONS WHEN MORE DESIRABLE TRAINING STATIONS OCCUR
    2.3 0 15.9 1 25 2 25 3 13.6 4 9.1 5 9.1 6 %, MEAN: 2.955

17. COMMUNICATE WITH TRAINING SPONSORS REGARDING STUDENT-LEARNER AND CO-EMPLOYEE WORKING RELATIONSHIPS
    2.3 0 59.1 1 20.5 2 4.5 3 4.5 4 4.5 5 4.5 6 %, MEAN: 1.818

18. COMPLETE A WRITTEN TRAINING AGREEMENT FOR EACH STUDENT-LEARNER
0 0 36.4 1 20.5 2 25 3 9.1 4 4.5 5 4.5 6 %, MEAN: 2.386

19. COMPLETE A WRITTEN TRAINING PLAN FOR EACH STUDENT-LEARNER
2.3 0 40.9 1 13.6 2 22.7 3 6.8 4 9.1 5 4.5 6 %, MEAN: 2.364

20. USE A RATING FORM FOR EVALUATING STUDENT-LEARNER ON-THE-JOB PERFORMANCE
0 0 61.4 1 31.8 2 4.5 3 0 4 2.3 5 0 6 %, MEAN: 1.500

21. ARRANGE APPOINTMENTS FOR STUDENT-LEARNER INTERVIEWS WITH POTENTIAL TRAINING SPONSORS
2.3 0 47.7 1 25 2 9.1 3 2.3 4 11.4 5 2.3 6 %, MEAN: 2.045

22. INFORM TRAINING SPONSORS REGARDING FEDERAL LAWS RELATED TO VOCATIONAL EDUCATION AND EMPLOYMENT OF MINORS
2.3 0 45.5 1 20.5 2 18.2 3 0 4 11.4 5 2.3 6 %, MEAN: 2.114

23. INFORM TRAINING SPONSORS REGARDING STATE OF MICHIGAN LAWS RELATED TO VOCATIONAL EDUCATION AND EMPLOYMENT OF MINORS
2.3 0 47.7 1 20.5 2 15.9 3 0 4 11.4 5 2.3 6 %, MEAN: 2.068

24. ARRANGE TRAINING STATION WORK HOURS FOR STUDENT-LEARNERS
2.3 0 38.6 1 20.5 2 15.9 3 6.8 4 13.6 5 2.3 6 %, MEAN: 2.364

25. ARRANGE SCHOOL SCHEDULES WITH STUDENT-LEARNERS, FACULTY, AND TRAINING SPONSORS
4.5 0 52.3 1 13.6 2 11.4 3 4.5 4 11.4 5 2.3 6 %, MEAN: 2.023

26. MAINTAIN A STUDENT-LEARNER COOPERATIVE EDUCATION ON-THE-JOB EXPERIENCE FILE WITH SPECIFIC RECORDS
2.3 0 38.6 1 31.8 2 11.4 3 0 4 15.9 5 0 6 %, MEAN: 2.159

27. ENCOURAGE STUDENT-LEARNER ATTENDANCE AT SCHOOL AND AT THE TRAINING STATION
4.5 0 84.1 1 2.3 2 2.3 3 2.3 4 4.5 5 0 6 %, MEAN: 1.273

28. CORRELATE CONTENT OF IN-SCHOOL VOCATIONAL INSTRUCTION WITH TRAINING STATION LEARNING EXPERIENCES
4.5 0 50 1 38.6 2 2.3 3 0 4 4.5 5 0 6 %, MEAN: 1.568

PROFESSIONAL DEVELOPMENT

1. ATTEND DISTRICT AND/OR STATE WORKSHOPS, MEETINGS AND SEMINARS
0 0 43.2 1 18.2 2 15.9 3 6.8 4 11.4 5 4.5 6 %, MEAN: 2.386

2. KEEP CURRENT ON TECHNOLOGICAL CHANGES IN BUSINESS AND INDUSTRY
0 0 52.3 1 29.5 2 11.4 3 0 4 2.3 5 4.5 6 %, MEAN: 2.227

3. PARTICIPATE IN LOCAL AND/OR STATE PROFESSIONAL COOPERATIVE EDUCATION ORGANIZATIONS
0 0 36.4 1 31.8 2 13.6 3 6.8 4 6.8 5 4.5 6 %, MEAN: 2.295

GUIDANCE

1. ASSIST STUDENT-LEARNERS WITH COOPERATIVE EDUCATION PROGRAM APPLICATIONS
6.8 0 34.1 1 43.2 2 9.1 3 0 4 4.5 5 2.3 6 %, MEAN: 1.841

2. CONDUCT STUDENT-LEARNER INTERVIEWS FOR POTENTIAL ENROLLEES
6.8 0 38.6 1 27.3 2 11.4 3 6.8 4 6.8 5 2.3 6 %, MEAN: 2.023

3. CONSULT WITH COUNSELORS, ADMINISTRATORS AND OTHER TEACHERS ABOUT STUDENT-LEARNERS ENTERING COOPERATIVE EDUCATION
6.8[0] 38.6[1] 31.8[2] 11.4[3] 2.3[4] 6.8[5] 2.3[6] %, MEAN: 1.932

4. ORIENT STUDENT-LEARNERS TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES
6.8[0] 59.1[1] 20.5[2] 9.1[3] 0[4] 4.5[5] 0[6] %, MEAN: 1.500

5. ORIENT PARENTS TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES
6.8[0] 27.3[1] 34.1[2] 13.6[3] 4.5[4] 11.4[5] 2.3[6] %, MEAN: 2.250

6. ORIENT FACULTY TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES
6.8[0] 31.8[1] 29.5[2] 13.6[3] 4.5[4] 11.4[5] 2.3[6] %, MEAN: 2.205

7. ASSIST WITH STUDENT-LEARNER PERSONAL ADJUSTMENT
9.1[0] 29.5[1] 34.1[2] 13.6[3] 4.5[4] 6.8[5] 2.3[6] %, MEAN: 2.045

8. CONFER WITH STUDENT-LEARNER ON EDUCATION PROGRESS IN SCHOOL
11.4[0] 25[1] 34.1[2] 18.2[3] 2.3[4] 6.8[5] 2.3[6] %, MEAN: 2.045

9. ANALYZE STUDENT-LEARNER CUMULATIVE RECORDS FOR PLACEMENT PURPOSES
6.8[0] 40.9[1] 25[2] 11.4[3] 0[4] 11.4[5] 4.5[6] %, MEAN: 2.091

10. ASSIST STUDENT-LEARNERS WITH EMPLOYMENT APPLICATIONS
11.4[0] 34.1[1] 31.8[2] 11.4[3] 0[4] 9.1[5] 2.3[6] %, MEAN: 1.909

11. ASSIST STUDENT-LEARNERS IN PREPARING FOR JOB INTERVIEWS
6.8[0] 43.2[1] 29.5[2] 11.4[3] 0[4] 6.8[5] 2.3[6] %, MEAN: 1.841

12. WRITE LETTERS OF RECOMMENDATION FOR STUDENT-LEARNERS AND/OR FRADUATES
6.8[0] 29.5[1] 25[2] 22.7[3] 2.3[4] 9.1[5] 4.5[6] %, MEAN: 2.295

13. CONDUCT HOME VISITATIONS AND/OR PARENTAL CONFERENCES REGARDING STUDENT-LEARNERS
6.8[0] 20.5[1] 15.9[2] 31.8[3] 6.8[4] 6.8[5] 11.4[6] %, MEAN: 2.773

ADMINISTRATION

1. CONDUCT AN ANNUAL FOLLOW-UP STUDY ON COOPERATION STUDENT-LEARNERS
6.8[0] 29.5[1] 29.5[2] 15.9[3] 9.1[4] 4.5[5] 4.5[6] %, MEAN: 2.227

2. CONSULT WITH THE LOCAL MICHIGAN EMPLOYMENT SECURITY COMMISSION OFFICE FOR THE PURPOSE OF IDENTIFYING PLACEMENT OPPORTUNITIES FOR COOPERATIVE EDUCATION STUDENT-LEARNERS
6.8[0] 31.8[1] 15.9[2] 25[3] 0[4] 13.6[5] 6.8[6] %, MEAN: 2.477

3. COOPERATE WITH SCHOOL AREA PLACEMENT PERSONNEL
6.8[0] 38.6[1] 31.8[2] 15.9[3] 0[4] 4.5[5] 2.3[6] %, MEAN: 1.864

4. PARTICIPATE ON VOCATIONAL EDUCATION ADVISORY COMMITTEES
6.8[0] 27.3[1] 38.6[2] 13.6[3] 4.5[4] 2.3[5] 6.8[6] %, MEAN: 2.159

PUBLIC RELATIONS

1. INFORM CIVIC AND BUSINESS GROUPS ABOUT COOPERATIVE EDUCATION
9.1[0] 43.2[1] 29.5[2] 4.5[3] 0[4] 9.1[5] 4.5[6] %, MEAN: 1.886

2. IMPLEMENT A PROGRAM FOR TRAINING SPONSOR ORIENTATION AND DEVELOPMENT
9.1[0] 25[1] 34.1[2] 13.6[3] 4.5[4] 11.4[5] 2.3[6] %, MEAN: 1.841

3. INFORM STUDENT GROUPS ABOUT COOPERATIVE EDUCATION
6.8[0] 43.2[1] 27.3[2] 9.1[3] 2.3[4] 9.1[5] 2.3[6] %, MEAN: 1.932

4. USE PROMOTIONAL BROCHURES TO INFORM SCHOOL AND COMMUNITY ABOUT COOPERATIVE EDUCATION
9.1[0] 22.7[1] 34.1[2] 18.2[3] 2.3[4] 11.4[5] 2.3[6] %, MEAN: 2.250

5. PREPARE IN-SCHOOL DISPLAYS RELATING TO COOPERATIVE EDUCATION
6.8[0] 18.2[1] 31.8[2] 27.3[3] 2.3[4] 11.4[5] 2.3[6] %, MEAN: 2.432

6. PREPARE NEWS RELEASES ON COOPERATIVE EDUCATION ACTIVITIES
6.8[0] 11.4[1] 40.9[2] 20.5[3] 4.5[4] 13.6[5] 2.3[6] %, MEAN: 2.545

7. PLAN AND CONDUCT AN ANNUAL EMPLOYER-EMPLOYEE RECOGNITION ACTIVITY
6.8[0] 29.5[1] 29.5[2] 11.4[3] 9.1[4] 11.4[5] 2.3[6] %, MEAN: 2.295

8. MAKE ANNUAL REPORTS ON COOPERATIVE EDUCATION STUDENT-LEARNERS
9.1[0] 25[1] 34.1[2] 13.6[3] 4.5[4] 6.8[5] 6.8[6] %, MEAN: 2.273

WMU

Western Michigan University
Kalamazoo, Michigan 49008

Department of
Distributive Education
(616) 383-0953

March 2, 1981

Dear Cooperative Education Employer:

Please do us a favor.

It is extremely important to ask employers like you, familiar with cooperative education, to help us identify the tasks of a cooperative education specialist.

Your reply, which will help us form a composite picture of the job duties of a Michigan cooperative education specialist, will, of course, be completely confidential. The results of the survey will be utilized to develop in-service training activities.

Because every answer is important for future cooperative education training, I know you will send us your answers in the enclosed postpaid reply envelope, today, if possible.

Thank you for this favor and for your interest in Michigan cooperative education.

Sincerely,

Jack T. Humbert

JACK T. HUMBERT
Project Coordinator

Enclosures: 1. Cooperative Education Specialist Task Survey
2. Return Envelope

COOPERATIVE EDUCATION SPECIALIST

TASK SURVEY

AS EVALUATED BY COOPERATIVE EDUCATION TRAINING SPONSORS

THE FOLLOWING DIRECTIONS ARE GIVEN FOR COMPLETING THE COOPERATIVE EDUCATION SPECIALIST TASK SURVEY.

STEP 1: FILL IN THE COOPERATIVE EDUCATION DEMOGRAPHIC FORM

COOPERATIVE EDUCATION DEMOGRAPHICS

Directions: **Please check the following as they apply:**

1. **Your job title is:**

   _____

2. **Name the Michigan County in which you work:**

   _____

3. **You have worked with cooperative education how many years?**

   _____0-1 year
   _____2-4 years
   _____5-7 years
   _____8-11 years
   _____12-16 years
   _____17 years and over
   _____Don't Know

4. **You have worked with cooperative education student-learners from:**

   _____Distributive Education
   _____Home Economics
   _____Agriculture
   _____Trade & Industry
   _____Office Education
   _____Health Occupations
   _____Other, Please indicate: _____
   _____Don't Know

STEP 2: RATE EACH TASK STATEMENT

Rate each of the activities on the List of Task Statements according to how important you think it is in working with the Cooperative Education Specialist. Check the appropriate answer to the right of each activity, using this scale:

IS OF HIGH PRIORITY
IS OF MEDIUM PRIORITY
IS OF LOW PRIORITY
UNDECIDED
IS INAPPROPRIATE: SOMEONE ELSE SHOULD DO IT
IS INAPPROPRIATE: NO ONE ELSE SHOULD DO IT

COORDINATION	IS OF HIGH PRIORITY	IS OF MEDIUM PRIORITY	IS OF LOW PRIORITY	UNDECIDED	IS INAPPROPRIATE: Someone else should do it	IS INAPPROPRIATE: No one else should do it
1. VISIT TRAINING STATIONS TO DISCUSS STUDENT-LEARNER PROGRESS						
2. OBSERVE SAFETY CONDITIONS PRESENT IN TRAINING STATIONS						
3. ENCOURAGE TRAINING SPONSORS TO PROVIDE A VARIETY OF JOB EXPERIENCES FOR STUDENT-LEARNERS						
4. LOCATE PROSPECTIVE TRAINING STATIONS						
5. EVALUATE PROSPECTIVE TRAINING STATIONS						
6. FOLLOW TERMINATION PROCEDURES FOR STUDENT-LEARNERS WHO LEAVE TRAINING STATIONS						
7. ASSESS STUDENT-LEARNER PERFORMANCE WITH TRAINING SPONSORS						
8. OBTAIN SUGGESTIONS FROM TRAINING SPONSORS FOR USE IN RELATED CLASS/LAB INSTRUCTION						
9. ASSIST TRAINING SPONSORS IN OBTAINING STUDENT-LEARNER SUBMINIMUM WAGE EXEMPTIONS						
10. COMPLETE IRS FORM, 6199, TARGETED JOBS TAX CREDIT						
11. KEEP A LOG OF COORDINATION VISITS						
12. ARRANGE SPECIAL CLASSROOM ASSIGNMENTS FOR COOPERATIVE EDUCATION STUDENT-LEARNERS WHO ARE CURRENTLY UNEMPLOYED						
13. PRACTICE NON-DISCRIMINATORY PLACEMENT PROCEDURES WITH EMPLOYERS						
14. KEEP A WEEKLY RECORD OF STUDENT-LEARNER WORK HOURS						
15. RELOCATE STUDENT-LEARNERS TO DIFFERENT TRAINING STATIONS WHEN STUDENT-LEARNERS LOSE EMPLOYMENT						
16. RELOCATE STUDENT-LEARNERS TO DIFFERENT TRAINING STATIONS WHEN MORE DESIRABLE TRAINING STATIONS OCCUR						
17. COMMUNICATE WITH TRAINING SPONSORS REGARDING STUDENT-LEARNER AND CO-EMPLOYEE WORKING RELATIONSHIPS						

18. COMPLETE A WRITTEN *TRAINING AGREEMENT* FOR EACH STUDENT-LEARNER						
19. COMPLETE A WRITTEN *TRAINING PLAN* FOR EACH STUDENT-LEARNER						
20. USE A RATING FORM FOR EVALUATING STUDENT-LEARNER ON-THE-JOB PERFORMANCE						
21. ARRANGE APPOINTMENTS FOR STUDENT-LEARNER INTERVIEWS WITH POTENTIAL TRAINING SPONSORS						
22. INFORM TRAINING SPONSORS REGARDING FEDERAL LAWS RELATED TO VOCATIONAL EDUCATION AND EMPLOYMENT OF MINORS						
23. INFORM TRAINING SPONSORS REGARDING STATE OF MICHIGAN LAWS RELATED TO VOCATIONAL EDUCATION AND EMPLOYMENT OF MINORS						
24. ARRANGE TRAINING STATION WORK HOURS FOR STUDENT-LEARNERS						
25. ARRANGE SCHOOL SCHEDULES WITH STUDENT-LEARNERS, FACULTY, AND TRAINING SPONSORS						
26. MAINTAIN A STUDENT-LEARNER COOPERATIVE EDUCATION ON-THE-JOB EXPERIENCE FILE WITH SPECIFIC RECORDS						
27. ENCOURAGE STUDENT-LEARNER ATTENDANCE AT SCHOOL AND AT THE TRAINING STATION						
28. CORRELATE CONTENT OF IN-SCHOOL VOCATIONAL INSTRUCTION WITH TRAINING STATION LEARNING EXPERIENCES						
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED:						
29.						
30.						

PROFESSIONAL DEVELOPMENT:

1. ATTEND DISTRICT AND/OR STATE WORKSHOPS, MEETINGS AND SEMINARS						
2. KEEP CURRENT ON TECHNOLOGICAL CHANGES IN BUSINESS AND INDUSTRY						
3. PARTICIPATE IN LOCAL AND/OR STATE PROFESSIONAL COOPERATIVE EDUCATION ORGANIZATIONS						
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED:						
4.						
5.						

GUIDANCE:	IS OF HIGH PRIORITY	IS OF MEDIUM PRIORITY	IS OF LOW PRIORITY	UNDECIDED	IS INAPPROPRIATE: Someone else should do it	IS INAPPROPRIATE: No one else should do it
1. ASSIST STUDENT-LEARNERS WITH COOPERATIVE EDUCATION PROGRAM APPLICATIONS						
2. CONDUCT STUDENT-LEARNER INTERVIEWS FOR POTENTIAL ENROLLEES						
3. CONSULT WITH COUNSELORS, ADMINISTRATORS AND OTHER TEACHERS ABOUT STUDENT-LEARNERS ENTERING COOPERATIVE EDUCATION						
4. ORIENT STUDENT-LEARNERS TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES						
5. ORIENT PARENTS TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES						
6. ORIENT FACULTY TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES						
7. ASSIST WITH STUDENT-LEARNER PERSONAL ADJUSTMENT						
8. CONFER WITH STUDENT-LEARNER ON EDUCATION PROGRESS IN SCHOOL						
9. ANALYZE STUDENT-LEARNER CUMULATIVE RECORDS FOR PLACEMENT PURPOSES						
10. ASSIST STUDENT-LEARNERS WITH EMPLOYMENT APPLICATIONS						
11. ASSIST STUDENT-LEARNERS IN PREPARING FOR JOB INTERVIEWS						
12. WRITE LETTERS OF RECOMMENDATION FOR STUDENT-LEARNERS AND/OR GRADUATES						
13. CONDUCT HOME VISITATIONS AND/OR PARENTAL CONFERENCES REGARDING STUDENT-LEARNERS						
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED						
14.						
15.						

ADMINISTRATION:

1. CONDUCT AN ANNUAL FOLLOW-UP STUDY ON COOPERATIVE EDUCATION STUDENT-LEARNERS						
2. CONSULT WITH THE LOCAL MICHIGAN EMPLOYMENT SECURITY COMMISSION OFFICE FOR THE PURPOSE OF IDENTIFYING PLACEMENT OPPORTUNITIES FOR COOPERATIVE EDUCATION STUDENT-LEARNERS						
3. COOPERATE WITH SCHOOL AREA PLACEMENT PERSONNEL						
4. PARTICIPATE ON VOCATIONAL EDUCATION ADVISORY COMMITTEES						
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED						
5.						
6.						

PUBLIC RELATIONS:

1. INFORM CIVIC AND BUSINESS GROUPS ABOUT COOPERATIVE EDUCATION						
2. IMPLEMENT A PROGRAM FOR TRAINING SPONSOR ORIENTATION AND DEVELOPMENT						
3. INFORM STUDENT GROUPS ABOUT COOPERATIVE EDUCATION						
4. USE PROMOTIONAL BROCHURES TO INFORM SCHOOL AND COMMUNITY ABOUT COOPERATIVE EDUCATION						
5. PREPARE IN-SCHOOL DISPLAYS RELATING TO COOPERATIVE EDUCATION						
6. PREPARE NEWS RELEASES ON COOPERATIVE EDUCATION ACTIVITIES						
7. PLAN AND CONDUCT AN ANNUAL EMPLOYER-EMPLOYEE RECOGNITION ACTIVITY						
8. MAKE ANNUAL REPORTS ON COOPERATIVE EDUCATION STUDENT-LEARNERS						
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED:						
9.						
10.						

WMU

Western Michigan University
Kalamazoo, Michigan 49008

Department of
Distributive Education
(616) 383-0953

March 2, 1981

Dear Cooperative Education Specialist:

Please do us a favor.

It is extremely important to ask professionals like you, familiar with cooperative education, to help us identify the tasks of a cooperative education specialist.

Your reply, which will help us form a composite picture of the job duties of a Michigan cooperative education specialist, will, of course, be completely confidential. The results of the survey will be utilized (1) to develop a cooperative education specialist handbook, (2) to construct specialized materials that can be utilized by you in the field, and (3) to conduct inservice workshops to learn about these specialized materials.

Because every answer is important in developing future materials and training for cooperative education, I know you will send us your answers in the enclosed postpaid reply envelope, today, if possible. The questionnaire must be returned by March 30, 1981.

Thank you for this favor and for your interest in Michigan cooperative education. Be certain that your response will provide you with needed materials and training in cooperative education.

Sincerely,

Jack T. Humbert

JACK T. HUMBERT
Project Coordinator

Enclosures: 1. Cooperative Education Specialist Task Survey
2. Return Envelope

COOPERATIVE EDUCATION SPECIALIST

TASK SURVEY

THE FOLLOWING DIRECTIONS ARE GIVEN FOR COMPLETING THE COOPERATIVE EDUCATION SPECIALIST TASK SURVEY:

STEP 1. FILL IN THE COOPERATIVE EDUCATION DEMOGRAPHIC FORM

COOPERATIVE EDUCATION DEMOGRAPHICS

Directions: Please check the following as they apply.

1. What is your present *job title?*
   _____Cooperative Education Teacher-Coordinator
   _____Cooperative Education Teacher
   _____Cooperative Education Coordinator
   _____Other, Please indicate _____

2. How many years have you worked in cooperative education?
   _____First year
   _____2-4 years
   _____5-7 years
   _____8-10 years
   _____11-15 years
   _____16 years or more

3. What is your highest academic degree?
   _____Bachelor's Degree
   _____Master's Degree
   _____Educational Specialist Degree
   _____Doctor's Degree
   _____Other, please indicate:
   _____

4. How did you gain your skills and knowledge for your present job in cooperative education?
   _____I gained my skills and knowledge for my present job in cooperative education through on-the-job experiences.
   _____I gained my skills and knowledge for my present job in cooperative education through an undergraduate course in cooperative education.
   _____I gained my skills and knowledge for my present job in cooperative education through a graduate course in cooperative education
   _____I gained my skills and knowledge for my present job in cooperative education through in-service workshops.
   _____Other, please indicate: _____
   _____

5. The Michigan County in which you are employed as a cooperative education specialist is:
   _____

STEP 2: RATE EACH TASK STATEMENT

Rate each of the activities on the List of Task Statements according to **how significant a part of your job** it is. Try to give the best description of what you do in your present job. Circle the appropriate answer to the right of each activity, using this scale:

0 = Definitely *not a part* of my job position, does not apply, or is not true for this job.

1 = Under unusual circumstances may be a *minor part* of my job.
2
3
4 = A *substantial part* of my job.
5
6
7 = A *most significant part* of my job.

If you feel that certain tasks which are a part of your job have been omitted from the List of Task Statements, please use the spaces immediately following the List of Task Statements to record those tasks.

COORDINATION

1. VISIT TRAINING STATIONS TO DISCUSS STUDENT-LEARNER PROGRESS	0 1 2 3 4 5 6 7
2. OBSERVE SAFETY CONDITIONS PRESENT IN TRAINING STATIONS	0 1 2 3 4 5 6 7
3. ENCOURAGE TRAINING SPONSORS TO PROVIDE A VARIETY OF JOB EXPERIENCES FOR STUDENT-LEARNERS	0 1 2 3 4 5 6 7
4. LOCATE PROSPECTIVE TRAINING STATIONS	0 1 2 3 4 5 6 7
5. EVALUATE PROSPECTIVE TRAINING STATIONS	0 1 2 3 4 5 6 7
6. FOLLOW TERMINATION PROCEDURES FOR STUDENT-LEARNERS WHO LEAVE TRAINING STATIONS	0 1 2 3 4 5 6 7
7. ASSESS STUDENT-LEARNER PERFORMANCE WITH TRAINING SPONSORS	0 1 2 3 4 5 6 7
8. OBTAIN SUGGESTIONS FROM TRAINING SPONSORS FOR USE IN RELATED CLASS/LAB INSTRUCTION	0 1 2 3 4 5 6 7
9. ASSIST TRAINING SPONSORS IN OBTAINING STUDENT-LEARNER SUBMINIMUM WAGE EXEMPTIONS	0 1 2 3 4 5 6 7
10. COMPLETE IRS FORM, 6199, TARGETED JOBS TAX CREDIT	0 1 2 3 4 5 6 7
11. KEEP A LOG OF COORDINATION VISITS	0 1 2 3 4 5 6 7
12. ARRANGE SPECIAL CLASSROOM ASSIGNMENTS FOR COOPERATIVE EDUCATION STUDENT-LEARNERS WHO ARE CURRENTLY UNEMPLOYED	0 1 2 3 4 5 6 7
13. PRACTICE NON-DISCRIMINATORY PLACEMENT PROCEDURES WITH EMPLOYERS	0 1 2 3 4 5 6 7
14. KEEP A WEEKLY RECORD OF STUDENT-LEARNER WORK HOURS	0 1 2 3 4 5 6 7
15. RELOCATE STUDENT-LEARNERS TO DIFFERENT TRAINING STATIONS WHEN STUDENT-LEARNERS LOSE EMPLOYMENT	0 1 2 3 4 5 6 7
16. RELOCATE STUDENT-LEARNERS TO DIFFERENT TRAINING STATIONS WHEN MORE DESIRABLE TRAINING STATIONS OCCUR	0 1 2 3 4 5 6 7
17. COMMUNICATE WITH TRAINING SPONSORS REGARDING STUDENT-LEARNER AND CO-EMPLOYEE WORKING RELATIONSHIPS	0 1 2 3 4 5 6 7
18. COMPLETE A WRITTEN *TRAINING AGREEMENT* FOR EACH STUDENT-LEARNER	1 2 3 4 5 6 7
19. COMPLETE A WRITTEN *TRAINING PLAN* FOR EACH STUDENT-LEARNER	0 1 2 3 4 5 6 7

20. USE A RATING FORM FOR EVALUATING STUDENT-LEARNER ON-THE-JOB PERFORMANCE	0 1 2 3 4 5 6 7
21. ARRANGE APPOINTMENTS FOR STUDENT-LEARNER INTERVIEWS WITH POTENTIAL TRAINING SPONSORS	0 1 2 3 4 5 6 7
22. INFORM TRAINING SPONSORS REGARDING FEDERAL LAWS RELATED TO VOCATIONAL EDUCATION AND EMPLOYMENT OF MINORS	0 1 2 3 4 5 6 7
23. INFORM TRAINING SPONSORS REGARDING STATE OF MICHIGAN LAWS RELATED TO VOCATIONAL EDUCATION AND EMPLOYMENT OF MINORS	0 1 2 3 4 5 6 7
24. ARRANGE TRAINING STATION WORK HOURS FOR STUDENT-LEARNERS	0 1 2 3 4 5 6 7
25. ARRANGE SCHOOL SCHEDULES WITH STUDENT-LEARNERS, FACULTY, AND TRAINING SPONSORS	0 1 2 3 4 5 6 7
26. MAINTAIN A STUDENT-LEARNER COOPERATIVE EDUCATION ON-THE-JOB EXPERIENCE FILE WITH SPECIFIC RECORDS	0 1 2 3 4 5 6 7
27. ENCOURAGE STUDENT-LEARNER ATTENDANCE AT SCHOOL AND AT THE TRAINING STATION	0 1 2 3 4 5 6 7
28. CORRELATE CONTENT OF IN-SCHOOL VOCATIONAL INSTRUCTION WITH TRAINING STATION LEARNING EXPERIENCES	0 1 2 3 4 5 6 7
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED:	
29.	0 1 2 3 4 5 6 7
30.	0 1 2 3 4 5 6 7

PROFESSIONAL DEVELOPMENT:

1. ATTEND DISTRICT AND/OR STATE WORKSHOPS, MEETINGS AND SEMINARS	0 1 2 3 4 5 6 7
2. KEEP CURRENT ON TECHNOLOGICAL CHANGES IN BUSINESS AND INDUSTRY	0 1 2 3 4 5 6 7
3. PARTICIPATE IN LOCAL AND/OR STATE PROFESSIONAL COOPERATIVE EDUCATION ORGANIZATIONS	0 1 2 3 4 5 6 7
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED:	
4.	0 1 2 3 4 5 6 7
5.	0 1 2 3 4 5 6 7

1 = Under unusual circumstances may be a *minor part* of my job.
2
3
4 = A *substantial part* of my job.
5
6
7 = A *most significant part* of my job.

GUIDANCE:

1. ASSIST STUDENT-LEARNERS WITH COOPERATIVE EDUCATION PROGRAM APPLICATIONS	0 1 2 3 4 5 6 7
2. CONDUCT STUDENT-LEARNER INTERVIEWS FOR POTENTIAL ENROLLEES	0 1 2 3 4 5 6 7
3. CONSULT WITH COUNSELORS, ADMINISTRATORS AND OTHER TEACHERS ABOUT STUDENT-LEARNERS ENTERING COOPERATIVE EDUCATION	0 1 2 3 4 5 6 7
4. ORIENT STUDENT-LEARNERS TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES	0 1 2 3 4 5 6 7
5. ORIENT PARENTS TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES	0 1 2 3 4 5 6 7
6. ORIENT FACULTY TO COOPERATIVE EDUCATION POLICIES AND PROCEDURES	0 1 2 3 4 5 6 7
7. ASSIST WITH STUDENT-LEARNER PERSONAL ADJUSTMENT	0 1 2 3 4 5 6 7
8. CONFER WITH STUDENT-LEARNER ON EDUCATION PROGRESS IN SCHOOL	0 1 2 3 4 5 6 7
9. ANALYZE STUDENT-LEARNER CUMULATIVE RECORDS FOR PLACEMENT PURPOSES	0 1 2 3 4 5 6 7
10. ASSIST STUDENT-LEARNERS WITH EMPLOYMENT APPLICATIONS	0 1 2 3 4 5 6 7
11. ASSIST STUDENT-LEARNERS IN PREPARING FOR JOB INTERVIEWS	0 1 2 3 4 5 6 7
12. WRITE LETTERS OF RECOMMENDATION FOR STUDENT-LEARNERS AND/OR GRADUATES	0 1 2 3 4 5 6 7
13. CONDUCT HOME VISITATIONS AND/OR PARENTAL CONFERENCES REGARDING STUDENT-LEARNERS	0 1 2 3 4 5 6 7
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED	
14.	0 1 2 3 4 5 6 7
15.	0 1 2 3 4 5 6 7

ADMINISTRATION:

1. CONDUCT AN ANNUAL FOLLOW-UP STUDY ON COOPERATIVE EDUCATION STUDENT-LEARNERS	0 1 2 3 4 5 6 7
2. CONSULT WITH THE LOCAL MICHIGAN EMPLOYMENT SECURITY COMMISSION OFFICE FOR THE PURPOSE OF IDENTIFYING PLACEMENT OPPORTUNITIES FOR COOPERATIVE EDUCATION STUDENT-LEARNERS	0 1 2 3 4 5 6 7
3. COOPERATE WITH SCHOOL AREA PLACEMENT PERSONNEL	0 1 2 3 4 5 6 7
4. PARTICIPATE ON VOCATIONAL EDUCATION ADVISORY COMMITTEES	0 1 2 3 4 5 6 7
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED	
5.	0 1 2 3 4 5 6 7
6.	0 1 2 3 4 5 6 7

PUBLIC RELATIONS:

1. INFORM CIVIC AND BUSINESS GROUPS ABOUT COOPERATIVE EDUCATION	0 1 2 3 4 5 6 7
2. IMPLEMENT A PROGRAM FOR TRAINING SPONSOR ORIENTATION AND DEVELOPMENT	0 1 2 3 4 5 6 7
3. INFORM STUDENT GROUPS ABOUT COOPERATIVE EDUCATION	0 1 2 3 4 5 6 7
4. USE PROMOTIONAL BROCHURES TO INFORM SCHOOL AND COMMUNITY ABOUT COOPERATIVE EDUCATION	0 1 2 3 4 5 6 7
5. PREPARE IN-SCHOOL DISPLAYS RELATING TO COOPERATIVE EDUCATION	0 1 2 3 4 5 6 7
6. PREPARE NEWS RELEASES ON COOPERATIVE EDUCATION ACTIVITIES	0 1 2 3 4 5 6 7
7. PLAN AND CONDUCT AN ANNUAL EMPLOYER-EMPLOYEE RECOGNITION ACTIVITY	0 1 2 3 4 5 6 7
8. MAKE ANNUAL REPORTS ON COOPERATIVE EDUCATION STUDENT-LEARNERS	0 1 2 3 4 5 6 7
PLEASE USE THE FOLLOWING SPACES TO ADD ANY ITEMS THAT YOU FEEL HAVE BEEN OVERLOOKED:	
9.	0 1 2 3 4 5 6 7
10.	0 1 2 3 4 5 6 7

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.